9-23249

Central BAPTIST THEOLOGICAL SEMINARY

KANSAS CITY, KANSA

DATE DUE

FEB 28 1966

GAYLORD

PRINTED IN U.S.A.

T1162
F

~~WITHDRAWN~~

268.432
F394

Ferris, Carrie Sivyer
AUTHOR

The Sunday kindergarten.
TITLE

20610

Date Due	Borrower's Name
FEB 28 1986	

268.432
F394 Ferris, Carrie Sivyer
The Sunday kindergarten.

20610

KANSAS CITY
MO

CONSTRUCTIVE BIBLE STUDIES

EDITED BY

ERNEST D. BURTON

LIBRARY
CENTRAL BAPTIST SEMINARY
KANSAS CITY 2, KANSAS

PUBLIC LIBRARY
KANSAS CITY
MO

PUBLIC LIBRARY
KANSAS CITY
MO

The Sunday Kindergarten
Game, Gift, *and* Story

CARRIE SIVYER FERRIS

PUBLIC LIBRARY
KANSAS CITY
MO

THE UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILLINOIS

Agents

THE BAKER & TAYLOR COMPANY
NEW YORK

CAMBRIDGE UNIVERSITY PRESS
LONDON AND EDINBURGH

Digitized by the Internet Archive
in 2025

https://archive.org/details/sundaykindergart0000carr

The property of the Metropolitan Museum of Art

THE SHEPHERD AND HIS FLOCK

The Sunday Kindergarten Game, Gift, *and* Story

A Manual for Use in the Sunday Schools and in the Home

BY

CARRIE SIVYER FERRIS

CONSTRUCTIVE BIBLE STUDIES

ELEMENTARY SERIES

THE UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILLINOIS

Copyright 1909 By
The University of Chicago

All rights reserved

Published August 1909
Second Impression October 1910

Composed and Printed By
The University of Chicago Press
Chicago, Illinois, U.S.A.

268.432
F 394

TO
LITTLE EDITH
AND
CATHERINE

"The limit of our character is the limit of our influence. What we are is what really influences others. Our most valuable lessons are often taught in silent moments when we are not conscious of teaching anything."

Preface

In placing *The Sunday Kindergarten: Game, Gift and Story* in this series of textbooks for the graded Sunday school, a few words of explanation seem necessary. To accomplish its purpose as a textbook it was necessary to make this volume in such a way that it would be easily adapted to varying conditions. Very few schools, relatively speaking, have as yet reached the stage of advancement where a trained kindergartner can be employed for the instruction of the children from three to six years of age. In the majority of schools this will always be impractical because no such persons are available in small communities.

There are nevertheless many elements of the kindergarten helpful in themselves which can be appreciated and intelligently handled by those who are not trained kindergartners, provided directions are sufficiently explicit. The foundation of kindergarten education is no longer a mystery to the world in general. Periodical literature, the widespread interest in education on scientific principles, many books on child-study, have brought to the general public a point of view which coincides with the general principles of kindergarten work. For this reason, therefore, much work that has formerly been performed only by trained kindergartners can now be done by amateurs with some degree of success.

To kindergartners, the present book may seem unnecessarily explicit and because of that feature to limit the natural free expression of the teacher's own personality. Such is not the intention. Those who are able to develop on sound principles lessons better adapted to the particular children under their charge, should use the lessons in this book only as a starting-point for their own thinking, not a programme. Those who have no such training, but who have sympathy with the child's religious needs, and appreciation of his intellectual, physical, and moral limitations, will do well to follow out the lessons very closely, giving a large amount of time to preparation in order that they may

do their work with the same poise and lack of self-consciousness as the one who originates lessons for herself.

Many who have been reading and thinking upon the problem of the best material for the religious education of very young children will be glad to see, among the stories selected for this book, a considerable number of stories outside the Bible. There is a growing feeling that things nearer to the child's experience than the contents of the Bible constitute better material for religious instruction in these early years. On the other hand many of the biblical stories contain the simplest and most effective material for inculcating truth. These are not inserted because they are biblical stories, but because they seem better calculated than other stories to make the religious impression desired.

In preparing this book, the editors have had in mind not only the well-equipped school, but the many schools where conditions are such that only a part of the work can be done and no full equipment can be provided. Practically every lesson therefore is accompanied by a drawing which will give to the isolated teacher of a small class suggestions for the manufacture of her own hand material. Other schools may find it possible to purchase the permanent material, which does not have to be renewed from year to year, leaving the temporary material to be manufactured by the teacher. Of course the simplest and easiest plan will be the complete equipment of the school with both permanent and temporary material, leaving the teacher free to give her time to the mastery of the lessons and such pastoral care of the children as every teacher should give to her class.

We hope that no teacher glancing at the title of this book will feel that because of the word "kindergarten" the usefulness of its contents makes no appeal to her. To a certain extent the book must be useful to every teacher of little children, and to that extent it may be used. Such features as the lengthening of the Sunday-school period to cover the hour of the morning service, the introduction of suggestive games and well-directed play, have already been found most helpful and satisfactory elements in the direction of the spiritual thought and energies of the child. In Sunday-schools where a kinder-

garten has been in existence for some years, the effect of its work is plainly seen in the greater self-control, natural freedom of expression, and earnestness of the children in the grades just above the kindergarten.

While from one point of view, therefore, this book is an experiment, regarded in a broader sense it is but the application of the principles which have been found permanently successful in general education to the work of Sunday. Regarding religious education as a thing not apart from general education, but simply one expression of it, there seems no reason for hesitating to use in the work of Sunday those principles which have proved their efficiency upon other days of the week.

In the hope that this book will bring to many teachers helpful suggestions and direction it is with satisfaction placed as the initial book of the series.

The Editors

Table of Contents

PAGE

Preface xi

Introduction xix

Books of Reference xxv

Order of Exercises xxvi

Series I: Dependence

LESSON I, The Lost Sheep 3
LESSON II, A Wolf in Sheep's Clothing 11
LESSON III, David and the Lion 17
LESSON IV, The Boy Who Called "Wolf" 21
LESSON V, The Shepherd's Song 25

Series II: Kindness

LESSON VI, Abraham and the Strangers 31
LESSON VII, The Arab and His Guest 39
LESSON VIII, A Wedding Party 43
LESSON IX, Lot and the Angels 49
LESSON X, The Poor Widow and Elijah 55
LESSON XI, Building a House for God 61
LESSON XII, The Great Supper 67

Series III: Generosity

LESSON XIII, The Little Evergreen Tree 71
LESSON XIV, The Coat of Many Colors 79
LESSON XV, The Baby King 85
LESSON XVI, The Poor Woman's Pennies 89

Series IV: Love

PAGE
Lesson XVII, The Flight into Egypt 95
Lesson XVIII, Jesus Taken to God's House 101
Lesson XIX, Abraham and Lot 107
Lesson XX, Joseph Sends for His Father 113
Lesson XXI, The Mother Eagle 117
Lesson XXII, The Lord's Prayer 121

Series V: Courage

Lesson XXIII, Brave Gideon 125
Lesson XXIV, David and the Giant 133
Lesson XXV, A Furnace of Fire 139
Lesson XXVI, A Den of Lions 145

Series VI: Obedience

Lesson XXVII, A Beautiful Garden 149
Lesson XXVIII, The Sun Fairy 157
Lesson XXIX, Finding a New Home 161
Lesson XXX, Noah and the Ark 165
Lesson XXXI, A Bush on Fire 171
Lesson XXXII, The Shining Cloud 175

Series VII: Immortality

Lesson XXXIII, The Furry Little Squirrel 179
Lesson XXXIV, Jesus Dead and Alive Again 187
Lesson XXXV, Jesus Going into Heaven 193
Lesson XXXVI, A Wonderful Dream 197

Series VIII: Helpfulness

Lesson XXXVII, The Lion and the Mouse 201
Lesson XXXVIII, The Man Who Helped a Stranger 209

PAGE
LESSON XXXIX, What a Little Sister Did 213
LESSON XL, Going for Rebecca 217
LESSON XLI, Samuel Helping in God's House 221
LESSON XLII, The Little Boy's Bread and Fish 225
LESSON XLIII, Who Shall Be First? 229

Greeting 233

Beauty and Praise Service 237

Closing Service 239

List of Illustrations 241

Music 242

List of Song Books 242

Introduction

Purpose:—

The purpose of this book is to present a series of well-worked-out lessons which are suitable to use with very young children and which will aid in their moral and religious development. A story, chosen to illustrate a particular truth, is used as the groundwork of each lesson. The songs, games, and table-work, are planned to emphasize the truth embodied in the story. The truth is further developed through several successive lessons. Dependence, kindness, generosity, love, courage, obedience, immortality, and helpfulness are the themes chosen and developed in as many groups of lessons.

Programme:—

There are forty-three lessons, each a complete programme, suitable to the season of the year in which it is to be given, beginning with the autumn and continuing through the year up to the summer. If the book is begun the first Sunday in September, the Thanksgiving, Christmas, and Easter lessons will fall upon their appropriate Sundays. If the work is taken up at another time, the lessons suited to that particular season should be used. The lessons omitted may be reserved for a suitable place in the following year. The programmes have been made as varied and attractive as possible. The periods into which they are divided are many and short. They should be carried out with enthusiasm and animation. Many changes from circle and tables are suggested. These changes should be indicated by chords on the piano, one for standing, one for passing behind the chair, one for lifting chair in both hands, etc. A little practice enables even the smallest child to carry his chair and to march with it quietly and skilfully.

Teachers:—

It is well to have one directing teacher in charge of the kindergarten who shall lead the songs and games, tell the story, and oversee the entire

work. There should be competent helpers, one musician, and as many assisting teachers as the size of the class and the length of the Sunday-school period make necessary. Trained kindergartners are desirable but not necessary. The programme for each Sunday is so explicit that persons of ordinary ability and intelligence with no technical training can carry it out successfully. Each assisting teacher should have charge of a particular group of children and oversee their work at the tables.

Preparation of the Lesson:—

It seems hardly necessary to suggest that to make the exercises interesting and successful the teachers must be familiar with the programme of the day. They must know the songs, the games, the stories, and be able to carry the exercises through without consulting the book. The general thought and plan of the day, and every detail of it as well, should be so mastered that it can be given with freshness and enthusiasm. It is not necessary that the plan laid out be followed absolutely if, by modifying it, the needs of the children be better met.

Length of Session:—

In some Sunday schools it has been found advantageous to extend the session through the time of the Sunday morning church services as well as the hour which is devoted to the meeting of the other departments of the Sunday school. These lessons have been planned with a two-hour period in mind. In schools where but one hour can be given, it is suggested that the Beauty and Praise Service be omitted with the exception of the hymn, that the preparatory talk be shortened and embodied in the story as an introduction, that fewer games and plays be introduced, that a greater number of assisting teachers be enlisted. About twenty-five minutes should be given to the table-work and from ten to fifteen to the story.

The Room:—

A sunny, pleasant room is very desirable for the kindergarten. The tables and chairs may be placed in one portion of the room ready for the

work, and the circle with its chairs in another. If the chairs are limited in number they may be carried from the circle to the tables and back again as suggested on p. xvii. The room should be in order when the children arrive.

Cradle Roll:—

It is well to have a Cradle Roll in connection with the kindergarten. This may be a list of all babies under Sunday-school age whose mothers consent to their becoming members of the Sunday school. Birthday cards are sent to these children on the anniversary of their birthdays and a certificate of membership when they are enrolled. Suitable cards and certificates can be secured at any of the denominational publishing houses. As soon as old enough, these children can be received into the kindergarten and their names can be taken from the Cradle Roll. In this way the Cradle Roll becomes a source of supply for the kindergarten. The Cradle-Roll exercise may be given once a month. It may be made very interesting. In many schools a little wicker cradle is fitted up and the names of the babies written upon cards and hung upon it with pink and blue ribbons, pink for the boys and blue for the girls. The exercises may be conducted by the superintendent of the Cradle Roll and may consist in hanging new names upon the cradle, singing a cradle song, while one of the smallest children rocks the cradle. A prayer may be led by the superintendent and repeated by the children. See "Greeting," p. 233.

Birthdays:—

The children's birthdays may be remembered as suggested in "Greetings," p. 233.

Weekly Offering:—

Have three appropriate boxes for collecting the pennies. A tiny dress-suit-case (foreign missions) for the "little cousins across the sea" who need us to help them, a tent or log cabin (home missions), a church, or box with picture of the home church, "for helping our own church." The purpose of

having a number of boxes is that the children may choose for themselves where their pennies are to go, and so form the habit of intelligent giving. See "Greetings," p. 233.

Pictures, Models, etc.:—

Pictures should be used freely in the kindergarten. They are a great help in developing and directing the imagination. Pictures should be supplemented, if possible by models of objects such as sheepfolds, wells, water jars, and other oriental objects. It will be found helpful to have a cabinet in which may be kept seeds, autumn leaves, and other objects of use in the nature-lessons. The entire list required in the nature-talks as suggested in the lessons is as follows: nuts, nest, dried grass, cocoon, milkweed pods, wheat, ear of corn, pressed autumn leaves, picture of snow birds, twigs, feather, picture of woodpecker, and of cow. These objects might well be collected in the summer and fall to be ready for the lessons as they occur. Encourage the children to bring flowers, twigs, stones, or any beautiful things in which they are interested. Change the nature-lesson of the day if a more suitable, or more easily illustrated subject is at hand.

Texts:—

One Bible phrase, embodying the thought, is suggested for each group of lessons. These should be taught the children and often reviewed. When the course is completed each child should know these eight texts about which the stories they have heard may cluster. The texts to be taught are: "The Lord is my shepherd" (Ps. 23:1); "Do good unto all men" (Gal. 6:10); "The Lord loveth a cheerful giver" (II Cor. 9:7); "Love one another" (John 15:17); "Be strong in the Lord" (Eph. 6:10); "Children, obey your parents" (Col. 3:20); "Because I live ye shall live also" (John 14:19); "Be not weary in well-doing" (Gal. 6:9).

Table Work:—

The manual work at the tables is intended as a means of fixing the thought of the day in the children's minds. The teachers should require as

accurate and as neat work as the children are capable of doing, but the mechanical feature should not be allowed to overshadow the purpose of the work, to illustrate and emphasize the story of the day, which, fixed in the mind, may be trusted to carry its own teaching. The small oblong kindergarten tables which may be folded up during the week have been found very satisfactory. They are lined in inch squares which is an assistance in the work. The teacher should have a table on which she, herself, may do the work and the children be helped by imitating her. To avoid confusing the children she should use the opposite hand from the one she expects them to use. The materials for the lessons can be secured from the publishers of this manual, or may, if necessary, be prepared by the teachers, themselves, by the use of the directions given in each lesson. The materials are of two kinds, permanent and temporary. The permanent materials, as blocks, sticks, rings, etc., once supplied, need not be renewed, but can be used from year to year by each succeeding class. The temporary materials consist of cards for outlining, papers for folding, etc., and constitute the part of the work which may be preserved during the season and at the close of the year be bound and taken home. An exhibition of the children's work may be made an interesting feature of the closing exercise of the year.

Acknowledgments.—In preparing these lessons suggestions and helps have been culled from many sources. Verses and prayers have been collected at various times during a long experience in Sunday-school work. In many cases the authors' names have been forgotten; in others the sources have never been known. An attempt has been made to give due credit wherever possible. The author wishes especially to thank those friends who have so kindly assisted her in preparing parts of the present work: Miss Louise Eshleman, a trained kindergartner and lover of little children, who with tireless patience worked out the details of the table occupations for the lessons, and the directions for many of the finger plays and games; Mrs. Chlora Seibold, who wrote the music for several songs; and Mr. Henry Loomis Curtis, who prepared the drawings

for the outline cuts illustrating the table-work. Thanks are also due those publishers and song-writers who have so kindly granted permission for the use of copyrighted songs owned by them, and also to the owners of copyrighted pictures who have granted permission for their use.

Carrie Sivyer Ferris

Books of Reference

The following books may be found suggestive and helpful to teachers and mothers using these lessons:

IN GENERAL

ADLER. *The Moral Instruction of Children* (D. Appleton Co. $1.50).
FROEBEL. *Education of Man* (D. Appleton Co. $1.50).

CONCERNING THE STORY

BRYANT. *How to Tell Stories to Children* (Houghton, Mifflin & Co. $1.00).
HOUGHTON. *Telling Bible Stories* (Scribner. $1.25).

CONCERNING THE TABLE-WORK

BAILEY AND LEWIS. *Daily Program of Gift and Occupation Work* (Milton Bradley Co. $0.50).
WIEBE. *Paradise of Childhood* (Milton Bradley Co. $2.00).

CONCERNING NATURE-LESSONS

GIBSON. *Sharp Eyes* (Harper Bros. $2.50).
GOULD. *Mother Nature's Children* (Ginn & Co. $1.00).

Order of Exercises

The programme of each day's exercises is given below that the plan of the work to be followed may be seen at a glance:

Greetings:—[1]

- Responses
- Welcome to New Pupils
- Cradle-Roll Exercise
- Birthday Offering
- Weekly Offering and Marching

Beauty and Praise Service:—

- Responses
- A Bit of Nature
- Hymn
- Prayer

Work and Play Period:—

- Preparatory Talk and Play
- Game
- Quiet Moment
- Story
- Table-Work

Closing Service:—

- Marching
- Story Retold
- Prayer
- Good-bye Song
- Responses
- Dismissal

[1] Full suggestions for greetings and services will be found on pp. 233, 237, 239.

Franz Molitor

THE GOOD SHEPHERD

The Lost Sheep

SERIES I
LESSON I

GENERAL THOUGHT:—DEPENDENCE
SPECIAL THOUGHT:—LOVE AND CARE

Introduction to Series:—

The general plan followed throughout this course of lessons will be seen in the first series. Several successive lessons are grouped together to develop a particular truth. The aim of each lesson in a group is to bring out one phase of the general thought.

The first group of lessons dwells upon the idea of dependence. It is developed and illustrated by a series of stories of sheep and shepherds; the first depicts the love and care of the shepherd; the second the helplessness of the sheep without the shepherd; next the timidity of the sheep and the care of the shepherd; then the dependence of the shepherd, himself; and, finally, the love and care of God, the great Shepherd.

Dependence has been chosen as the theme of this group of lessons because it is a feeling common to all little children.

> The child doth question not, but takes this wealth
> Lavished upon him in the dawn of life
> With quiet opening heart, glad to be glad.
> So doth he learn; yet shall not learn
> Ever a higher wisdom than to cling
> Close to the loving bosom kept for him,
> Content to trust, careless to understand.

The tiny street boy, who trusts no one and depends upon no one, has suffered a decided loss which condemns him to premature and stunted growth.

The aim of these lessons is to picture the attitude of dependence in such a way as to impress its beauty and sweetness upon the children, and also to

point to the dependence of all upon the great and loving Father. "The essence of religion is this, that we are conscious of ourselves as absolutely dependent, or in other words, in relation to God."[1]

Teacher's Preparation:—

Read Introduction. Become familiar with the book as a whole.

Read Luke 15:3–6; Matt. 18:12, 13.

The general truth of the lesson of the day is dependence, with special emphasis upon love and care. Have this thought well in mind in reading the programme and in preparing the lesson. By proper emphasis and judicious questions make the truth prominent in all the exercises of the day.

The story is founded upon Jesus' parable of the "Lost Sheep." The shepherd and his flock are very often used in the Bible to symbolize spiritual truth. The early Hebrews lived a pastoral life and their prophets and sages of necessity spoke and wrote in terms of their experience.

As a preparation for telling the story, look up "sheep," "shepherds," and allied topics, in a good Bible dictionary.

The story as Jesus told it was evidently meant to illustrate God's love for sinners and joy at their penitence. Do not try to develop this thought. It is too complicated and is not part of the purpose of this lesson, which is simply to call attention to the love and care of the shepherd.

Use the picture on p. 2 in telling the story.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Show the picture of sheep and lambs (see Frontispiece) and ask: Do you see these pretty sheep and lambs? Don't you think their coats must be soft and warm? Who gave them their warm coats? Yes, God.

[1] *Christlicher Glaube* (1801), I, 19.

Work and Play Period:—

Preparatory talk: (Sitting in circle)

(The preparatory talk should introduce the thought of the day and the subject-material of the story. The children should be drawn into the talk and their interest aroused. The finger play, following the talk and growing out of it, is introduced further to stimulate the interest and to arouse the imagination. The children may repeat the words of the song, line by line, after the teacher, and imitate her motions. When the words and motions are sufficiently familiar, the song may be sung with the motions.)

I wonder how many of us were in the country this summer? Were you, John? Were you, Nellie and Mary? What did you see? (Encourage the children to talk about what they saw and did. Do not let the conversation become rambling. Direct it toward sheep and shepherds.) How many saw any sheep and woolly lambs? You have seen them sometime, haven't you? I saw a whole flock of sheep and the man who takes care of them. He is called a shepherd. Have you ever seen a shepherd? He takes care of the sheep; he loves them. (The conversation should be short and to the point.) Would you like to play that we are in the country? Very well.

Song:

This is the meadow where all the long day,
Ten little frolicsome lambs are at play.
These are the measures, the good farmer brings
Salt in, or cornmeal and other good things.

This is the lambkins' own big water trough.
Drink, little lambkins, and then scamper off
This is the rack where in winter they feed.
Hay makes a very good dinner, indeed.

These are the big shears to shear the old sheep
Dear little lambkins their soft wool may keep.
Here, with its big double doors closed so tight,
This is the fold where they all sleep at night.

(For music see p. 266)

Motions:

Lines one and two:

Let each child stretch out his arms in front of him and clasp his hands to form a circle. Unclasp the hands and let the fingers scamper on the lap.

Lines three and four:

Hold the hands out with fingers curved to form the measures.

Lines five and six:

Extend the hands and bring them together with little fingers touching. Let the fingers move quickly over the lap and then disappear behind the back.

Lines seven and eight:

Place the hands with backs together and interlace the fingers.

Lines nine and ten:

With the first and second fingers of the right hand represent the opening and shutting of the shears.

Lines eleven and twelve:

Clasp hands with fingers interlaced between the palms, letting the thumbs in front, represent the big double doors.

Game: (Standing in circle)

(Children rise at signal from the piano, place chairs back, outside of the circle, return and stand in the circle. They repeat the words of the following song after the teacher until familiar and follow her directions for the game.)

Song:

In the broad and sunny meadows,
Deep with grasses and with flowers,
Flocks of sheep and lambs are feeding
Through the shining summer hours.

Close beside them stands the shepherd,
Watching lest the wee ones roam;
Leads them when the shadows gather,
Safely to their fold at home.

God in heaven is our shepherd,
Watches o'er us every day;
Gives us food and home and clothing;
Hears and answers when we pray.

(For music see p. 253)

Directions:

Let us pretend that the space inside of our ring is a beautiful green meadow. There are buttercups and daisies in our meadow. (Choose several children to be buttercups, others to be daisies. Let them kneel here and there in the circle, with hands held—some with fingers curved and others with fingers spread—to represent the flowers. Choose a number of children for sheep and some very little ones for lambs. Direct them to stand on their hands and feet in the circle.)

The sheep must have a shepherd to take care of them. John, will you come into the circle and be the shepherd?

As soon as the first chord of the song is heard on the piano, the little sheep children must walk quietly about nibbling at the green grass, the daisies, and the buttercups. The little lambs must skip about on their hands and feet and pretend to frolic and nibble the grass. The mother sheep must keep close to the little lambs and sometimes rub their heads against them and love them. The shepherd must stand quietly near and watch them. If a little lamb should stray away the shepherd must bring it back to the circle.

(After the children have finished singing the second verse all return to their places in the ring. All sing the last verse very softly.)

Quiet moment: (Sitting in circle)

When the piano speaks let us get our chairs and bring them back to the circle and sit down in them. (Directions followed.) Let us clasp our hands in our laps, close our eyes, and think while the piano plays softly. (A theme may be suggested, as: Let us think how kind the shepherd is to the sheep, or the children may be left to their own thoughts. The teacher may sometimes question the children as to what they have thought. This moment of silence will be found helpful in quieting the children after the games, and in preparing them to give attention to the story which follows.)

The story: (Sitting in the circle)

(The story should be told with vividness and enthusiasm. It must glow and live. The stories given in the lessons are meant to be the nucleus, merely. Circumstances and details are often only suggested. They should be dwelt upon and enlarged as they best can be in the telling.)

I know a beautiful story of a shepherd and his flock of sheep. Would you like to have me tell it?

Once there was a shepherd who had a hundred sheep. He took them out on the mountains to find tender green grass for them to eat. He loved his sheep and they loved him. He knew every one of them by name. They would come when he called them. Every night when it was growing dark, he would call them all by name and lead them down the mountainside to their warm fold.

One day just before evening, the sky grew black and the shepherd called his sheep to him. He thought, "We must get home quickly. It is going to storm."

He started down the mountainside and the sheep came pattering after him. He thought that they were all there, and they were at first; but somehow, on the way down one of the wee lambs wandered away from the flock and got lost.

When the shepherd had brought the sheep safe into the fold, he looked them over and counted them. Could it be there were only ninety-nine? He counted again and called them by name. Which one was not there?

Now he remembered which one it was, that little wee lamb. He must go out again, out in the storm, out on the mountain.

He took his great staff, wrapped his great coat about him, shut the door of the fold, left the ninety-nine sheep, went out on the mountain, and hunted until he found the wee one that was lost.

He found it at last, bleating and afraid. It was caught in a thicket. He gently pulled away the thorns, put it on his shoulders and, through the storm, carried it home to the warm fold.

March to tables: (At signal from piano)

Table-work (represent sheep): (Sitting at tables)

(The material used by each child in this lesson is a bright worsted ball about two inches in diameter. The ball may be made by winding yarn loosely about the first and second fingers. Fold this over and cover with a crocheted jacket. A string should be attached to the ball. This may be made by crocheting thirty stitches in a chain. This is part of Froebel's First Gift. The entire gift consists of six worsted balls, in the six primary colors. It would be well to provide these at this time as they will be used in later lessons to represent fruits, birds, etc.)

(Place a ball on the table in front of each child. Ask the children to hold the balls in their hands and note how soft and warm they are. Draw from them the fact that the little sheep gave their wool to make the soft balls.)

Do you think, children, that the wool was this color when it grew on the sheep's back? No, it was white as it is in this picture. (Show picture.) Let us pretend that our balls are white, too. Let us call them sheep. Would you like to have a little lamb for a pet? You would take care of it and love it very much, would you not? (Suggest that the children pet and caress the balls as if they were little lambs.)

Let us pretend that our table is a "buttercup meadow." Hold the end of the string in your right hand. Let us make our little sheep run back and forth in the meadow, just as far as our arms can reach.

Do little sheep run about the meadow by themselves, Harry? No indeed, they might get lost and frightened. Somebody is always near to take care of them. Who is it, Mary? Yes, it is the shepherd. He loves his sheep and knows each one by name. He leads them and "they listen and obey, following where he leads the way."

Let us hold our sheep still for a minute with our left hands. Hold up the pointer fingers of our right hands. Let us call them shepherds. Now each little sheep has a shepherd. Hold your ball by its string with your left

hand. Hold the pointer finger of your right hand very straight and let the wrist rest on the table. Let the ball follow the pointer finger along the table, from left to right and back again as far as the arms can reach.

Let us pretend that away over here, as far as we can reach with our right hands, is the tender green grass for the sheep to nibble. Over here to the left, is a little stream where the sheep can drink the cool water. Let the shepherd lead the sheep to the green meadow. Let him take the sheep to the cool water.

When night time comes, what does the shepherd do with his sheep, John? Yes, he leads it to the sheepfold and closes the door tight so that the sheep will be safe from harm all through the night.

Let us make believe that there is a sheepfold at the back of our table. Let your little sheep run into the fold and then close the door. We will leave the sheep there. Fold your hands on the edge of the table and be ready, when you hear the piano, to march back to the circle.

Closing Service. (See p. 239)

A Wolf in Sheep's Clothing

SERIES I
LESSON II

General Thought:—Dependence
Special Thought:—Helplessness

Teacher's Preparation:—

The old fable of "The Wolf in Sheep's Clothing" has been used for this lesson. It may be found in almost any good collection of fables. It well illustrates the helplessness of the sheep without the shepherd. Care must be taken in preparing the story not to bring out too prominently the negative qualities of the character of the wolf, shown in his crafty scheme. Emphasis should be placed upon the helplessness of the sheep when left to themselves. Most fables are of a negative character, but present a clear, simple picture of moral truth. They appeal very strongly to children and, if rightly handled, can be used most effectively for moral and religious training. If the teacher prefers a Bible story in this place she will of course use one. Secure a model of a sheepfold if possible;[1] if not, use the picture, p. 12.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Show a nest or the picture on p. 18 and ask: What have I? Yes, a pretty nest. Who do you think lived in it? Where are the baby birds now? Who made the birds? God. He made the sheep and lambs, too.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Where do you live, Mary? What do you live in, Jennie? Is your house just like Mary's? No. There are many kinds of houses. Some are

[1] New York Sunday School Commission, 416 Lafayette St., New York City.

tall. Some are broad. Some are small and some are large. Tell me about the homes of the birds. (Talk of nests.) Where are they? Who makes them? Where do the fish live? They have water homes. Where do sheep

stay at night? Do you think the sheep like to be in the fold at night? Yes, they are safe and warm.

Let us make the meadow where the sheep and lambkins play. (Use the finger play on p. 5.)

Game: (See p. 6)

Quiet moment: (See p. 7)

The story: (Sitting in circle)

Once upon a time, there was a shepherd who had a beautiful flock of sheep. All day long they fed on the soft, green grass of the meadow and at night they followed the shepherd home to the fold.

The sheep loved their shepherd very much. They loved, too, to cuddle down in the fold at night and sleep safe and warm till morning.

One evening the shepherd brought the sheep home earlier than usual. He said to them, "I have brought you home to the fold early tonight, because I must go away and leave you for a little while. I will close the door of the fold and you will be safe as long as you keep it closed. Do not open it for anyone. I shall be back before it is very late."

The sheep all gathered about the shepherd. They looked up at him and said, "Baa, baa, we will remember, we will remember to keep the door closed."

The shepherd went away and closed the door. The sheep were happy and safe inside the fold. They were resting and they were happy.

Very soon there came a knock upon the door. The sheep were startled. They huddled together. "Who can it be? Who can it be," they cried.

From outside the fold came a voice, "I'm a sheep that is lost. Let me into your warm fold."

"No, no," they all cried. "Our shepherd told us we should not open the fold door. We are afraid you are not a sheep at all. Your voice is so harsh and deep."

"Yes I am," said the voice. "Just peep through the crack in the door and see me. I have wool just like yours."

One sheep crept softly to the door and peeped out. "Yes, he has wool on his back like ours but he looks very queer. I never saw a sheep just like him before. Do you think we'd better let him in? I wish we knew."

"I shall freeze out here in the cold if you don't let me in."

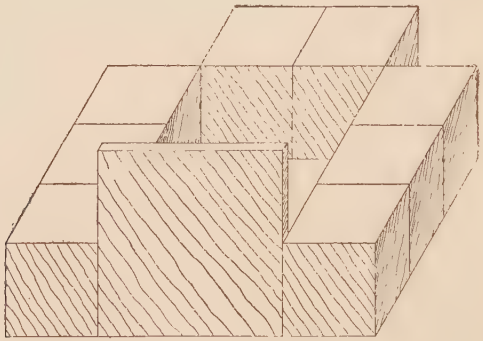
The sheep talked it over. At last one of them opened the door. In rushed a wolf, covered with a sheep's skin. He looked like a sheep, but he was a great, hungry wolf. The sheep ran hither and thither as the wolf sprang among them.

"Ho! Ho! What is this?" cried the shepherd. He had come back before the wolf had had time to drag away a single sheep. "A wolf in sheep's clothing! That will not save you, sir. You are a wolf just the same and I will hang you to the nearest tree."

March to tables: (At signal from piano)

Table-work (build a sheepfold): (Sitting at tables)

Use eight, one-inch, wooden cubes for each child. This is Froebel's third gift. The materials may be placed on the tables before the lesson hour.



A little drill, to count, may be devised by the teacher. It adds interest and promotes order.

The teacher may give directions for building the sheepfold. Recall the talk upon houses and homes. Remind the children that the little birds build their own nests but the shepherd builds the fold for his sheep.

Direct the children each to take one of the little cubes in his left hand.

Let all count together seven squares from the front of the table. Have each child place his cube on the eighth square. Have him place another cube touching the front face of the first cube, a third cube touching its back face, thus making a wall three inches long. Have him count two squares to the right of this wall and, parallel to it, build a similar wall, using the right hand. Connect the right and left walls, at the back inner corners, with two cubes placed together with faces touching. The lid of the box, or a piece of cardboard two inches square, may be used for a door at the front, to be opened and closed as the story is told.

If there is time the teacher may give directions and suggestions for building other kinds of houses, or she may allow the children to build an original house.

Closing Service. (See p. 239)

Elizabeth Gardner

YOUNG DAVID

David and the Lion

SERIES I
LESSON III

GENERAL THOUGHT:—DEPENDENCE
SPECIAL THOUGHT:—TIMIDITY

Teacher's Preparation:—

Read I Sam. 17:34–36.

The timidity of the sheep is the thought to be brought out in this lesson and the contrasting bravery of the shepherd, called forth in protecting his flock.

Scan the account of the life of David in the Bible from I Sam., chap. 16 to II Sam., chap. 21. Notice the qualities of piety, courage, love, faithfulness, and kindness that are attributed to his character. This study will supply a background in the teacher's own mind for the picture of timidity, protected by bravery and love, which she is to draw for the children in the lesson. Care should be taken not to arouse vindictive feelings by portraying too vividly David's attack upon the lion. Keep the emphasis upon the timidity of the sheep and David's care, watchfulness, and courage.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

You remember this pretty nest that I showed you last Sunday, don't you? Last spring a happy, little mamma and papa bird made it for their wee baby birds. Do you know who taught them how to build their nests? Yes, God. God made them and taught them, too. He made the little lambs.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Do you remember what the man is called who takes care of the sheep? Yes, he is called a shepherd. Are the sheep ever afraid? Why? Yes,

sometimes there are wolves, or bears, or lions that might hurt them. Are you ever afraid? Who takes care of you and keeps you from being afraid? Yes, mother and father. The shepherd takes care of the sheep and the lambs. Show me the meadow where the little lambs frisk and play (see p. 5).

Game: (See p. 6)

Quiet moment: (See p. 7)

The story: (Sitting in circle)

Once there was a shepherd boy whose name was David. All day long he watched his father's sheep upon the hillsides. Sometimes he was near his home but sometimes he led the sheep far away to find them new sweet grass to eat.

He loved his sheep very much. All day long he would lie upon his back watching them. If one strayed away he would call it by its name and back it would come, trotting as fast as it could.

The sheep knew his voice and loved to run to him when he called. Often he called the flock to him and led them to the side of a sweet-water brook. Then he watched them while they drank.

Some days, when David and his flock had been a long way from home, it grew very dark before they got back to the fold and the path had great shadows in it. Then the sheep crowded close to David and made soft bleating noises, but when he spoke to them they were no longer afraid. They knew that he had his great shepherd staff with him and would take care of them.

One night as the flock were going quietly home, following after David, a lion sprang upon them. The lion seized a wee lamb in his mouth and was making off with it. David heard the roar and looked around. He saw the lion lift the lamb by its wool and turn toward the wood.

Grasping his staff, David leaped after him. As he ran, he fitted a little stone from his bag into his sling, shot and drove it at the lion.

Then he rushed upon him and struck him upon the head with his big heavy staff. The lion roared but would not give up the lamb.

David took him by the beard, aimed a terrible blow upon his head, and dragged the lamb from him. The lion crept away, beaten and sore.

David put the poor little lamb into his bosom and, calling all his trembling flock to him, led them safely home to their fold.

March to tables: (At signal from piano)

Table-work (*story represented*): (Sitting at tables)

(The objects used are a two-inch cube, cylinder, and sphere, from Froebel's Second Gift.)

Would you like to make a forest today, children? Very well. What grows in a forest, John? Yes, big trees grow in a forest. Let us see if we can find anything that looks like a tree. (Let each child take the cylinder and place it in an upright position on the table in front of him.) Sometimes there are large rocks and stones in a forest, too. Let us take the cubes and place them, one here and another there for rocks, in this way. (Place them a little distance back of the cylinder. It would be well for the teacher, with a set of blocks, to sit at a table in front of the children and carry out the directions herself, as she gives them.) I wonder if anything lives in the forest, Harry? Yes, Harry says that wild animals, bears and lions, live there. They prowl around behind the rocks and trees to look for their prey.

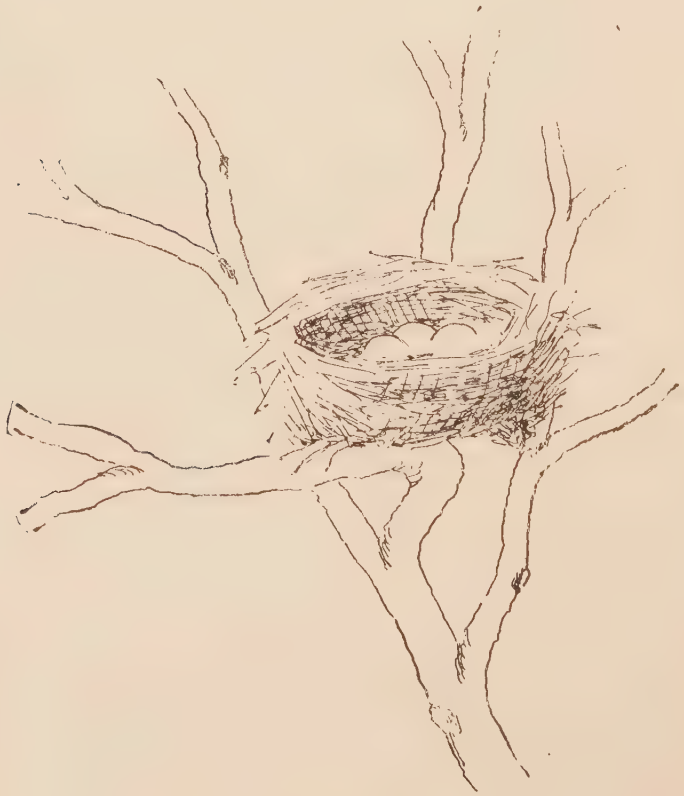
Let us each take the ball and call it a lion. See how he prowls around the tree, springs back again, then rushes out. Now he crouches behind the big rock. Now he is creeping slowly over to the other rock and crouching down behind it, ready to spring out upon his prey.

Let us pretend he is the lion in our story. Hold the ball in your left hand. Let us each make a staff, with the pointer finger of the right hand, and be the brave shepherd boy, David, who took such good care of his sheep and drove away the lion. Let the lion crouch behind the tree. Now he is prowling back of the rock. (Roll the ball to the left of the cylinder

and from one cube to the other, then back to the cylinder again.) Make the lion prowl and crouch and spring as before. As it springs from behind the tree, strike it quickly with your staff. (The children will take delight in repeating this again and again until time to place all material back in the boxes.)

Closing Service.

(See p. 239)



The Boy Who Called "Wolf!"

SERIES I
LESSON IV

GENERAL THOUGHT:—DEPENDENCE
SPECIAL THOUGHT:—DEPENDENCE OF SHEPHERD

Teacher's Preparation:—

The fable, "The Boy who Called 'Wolf,'" is used here to illustrate the dependence of the shepherd himself. It would be well to reread the fable. It may be found in any collection of fables. Do not emphasize the untruthfulness of the boy. That may be mentioned but is not the point of special interest here. Lead the children to feel a wish that the boy had been true, and only in time of need had called and the neighbors had come and helped him.

A Bible story may be used if preferred. The reason for selecting a fable as the groundwork of a particular lesson is because it presents, very simply and plainly, the thought of the group in which it is used. Fables are flashlight pictures of moral truths. Children love them and crave them. "The normal appetites are our best guides, are Nature's own demands for her proper nourishment."[1]

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

I have brought some dried grass to show you. We call it hay. Do you know what it is good for? Yes, the sheep and cattle like it to eat in the winter when the fresh green grass is gone. Who made it for them? God made it. (Enlarge as much as time will allow.)

[1] Caswell Ellis, *Pedagogical Seminary*, Vol. III, pp. 363–412.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Do you know of what kind of cloth my dress is made? Yes, it is made of wool. It is nice and warm. In the summer my dresses are not made of wool. Tell me whose dresses are of wool. Before we had these woolen clothes, some little sheep had the wool on his back. When shearing time came, he gave up his wool. (Imitate shearing with the fingers.) Men took it and made it into cloth. All of us thank the sheep, I know, for giving us wool for our winter clothes. (Use finger play on p. 5.)

Game: (See p. 6)

Quiet moment: (See p. 7)

The story: (Sitting in circle)

Once there was a boy who lived in the country. He was a good boy and often helped his father. Sometimes he went for the cows. Sometimes he brought in wood and built the fire. There were many things for him to do and he was a very busy boy.

One day his father said to him, "John, I want you to take care of the sheep today. Do you think you can?"

"O yes," said John, "I'm sure I can."

"Our flock is very large and you will have to watch them carefully. What would you do if a wolf should come while you are tending the sheep?"

"I'd kill him."

"But you could not. A wolf is too swift and strong. It would be far better for you to call our neighbors. They have often helped me and would be glad to help you if you call them. Promise me you will call them if you need help."

John promised.

The next day he started off to the pasture with the sheep. It was bright and beautiful and John wished he could have some fun.

As he sat hour after hour watching the sheep, he thought, "Wouldn't it be a joke to call 'Wolf' and see the neighbors come running out." The more he thought, the better joke it seemed.

By and by he called, "Wolf! Wolf!" as loud as he could. The kind neighbors, with sticks and stones, came running out to help him.

John laughed loud and long at his good joke. The neighbors went slowly back home again.

By and by, as the boy sat thinking of his joke, he really saw a wolf running toward the flock. He was very much frightened and screamed, "Wolf! Wolf! Wolf! A wolf is stealing the lambs."

But no one came. The neighbors thought, "The boy is joking again."

The wolf took a little lamb in his mouth and ran away with it.

What do you think John's father said when the flock came home at night and he found that a little lamb has gone?

March to tables: (At signal from piano)

Table-work (build a sheepfold): (Sitting at tables)

(Use cubes from Froebel's Second Gift. See p. 20. Let each child take the plain cube and place it on the table in front of him. The teacher now suggests that each child may help to build a large sheepfold upon her table. As she calls the children by name, one at a time, they come and place their cubes upon her table, as she directs, and return quietly to their places. A fold may be built similar to the one made by the children with the small cubes of the Third Gift. See picture on p. 14. The number of cubes used and the size of the fold should depend upon the number of children. The teacher will have to calculate and direct accordingly. First build the left wall, next the right, then the back, and last the front, leaving space in center for door. Use either a book or the lid of a box for the door.)

Now that our sheepfold is finished, let us play the story of the boy who called "Wolf." Fred, will you be the boy who was told to take care of the sheep? You may choose some little children to be sheep. Bring your sheep and come

and stand near me. John, Mary, Harry, and Robert may be neighbors. Your homes are right there in your seats, but you must run quickly over to Fred, when he calls "Wolf." Willie, you may go over into that corner and be the wolf, but be sure not to run out until the second time that Fred calls.

Now we are ready to play. Fred, you think it will be great fun to call "Wolf," even though you do not see him, just to bring all the neighbors. Now call, "Wolf! Wolf!" in a loud voice. John, Mary, Harry, and Robert, you must come running to help, but go back to your homes, very angry, while Fred laughs aloud. Now Willie, the old wolf, you must come prowling up and when Fred sees you coming he must be very much frightened and call, "Wolf! Wolf!" The neighbors must be looking the other way and say, "It is that bad boy trying to fool us again." The wolf must take away one of the little sheep.

(If there is time the game may be played several times before the teacher calls the children, one by one, to come and get their blocks and place them in the boxes.)

Closing Service. (See p. 239)

The Shepherd's Song

SERIES I
LESSON V

General Thought:—Dependence
Special Thought:—God's Love and Care

Teacher's Preparation:—

Read Psalm 23.

This story is given with the hope of merely suggesting to the children the thought of the love and care of God, the Father. The truth is abstract and somewhat in advance of most little children. Do not try to force an understanding of it, rather try so to tell the story that a series of beautiful pictures become fixed in the children's minds. In many cases stories, early lodged in the mind, are remembered later glowing with the light of their spiritual significance. Lead the children, if possible, to think of God when looking at the stars, birds, flowers, and other natural objects.

And Nature, the old nurse, took
The child upon her knee,
Saying, "Here is a story-book
Thy Father hath written for thee.

"Come wander with me," she said,
"Into regions yet untrod,
And read what is still unread
In the manuscript of God."[1]

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

What do sheep like to eat in the winter-time? John, bring that little bundle of hay from the cabinet. Where did it grow, do you think? Out in

[1] Longfellow, "Birthday Poem of Agassiz."

the meadow? When? In the summer-time? Who made it grow for the sheep and cows to eat? God, the great Father above.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

I wish you would tell me all you know about sheep and woolly lambs. Who takes care of them? Where does he lead them? Yes, out to pasture. When they are thirsty he takes them to the brook to drink. Do you think the sheep are ever afraid? When the shepherd is there they are not afraid, because they know he has his strong staff and will take care of them. Who takes care of the shepherd? God. (Use the finger play on p. 5.)

Game: (See p. 6)

Quiet moment: (See p. 7)

The story: (Sitting in circle)

Long, long years ago across the sea, there lived a shepherd boy. All his life he had taken care of his father's sheep. Before he was old enough to take the sheep out alone to the pasture, he went with his father to look after the sheep. When he grew to be a strong, tall boy, his father gave him a shepherd's staff.

"Take this staff and go out and tend the sheep," he said.

So the boy went.

Day after day he watched the flock and on many warm nights in summer, too, he was out on the hills with the sheep. Often he watched the stars and thought them great lamps hung up in the roof of the sky.

He saw the flaming sun come up in the morning and how glad he was to see it. In the daytime he saw fleecy clouds chasing each other across the heavens like great flocks of sheep.

Sometimes the shepherd boy was just the least bit afraid. Then he thought of the dear Father above, and he was sure He would take care of him.

He said to himself, "Why, yes, I have never thought of it before. Just as I take care of my sheep, so the great Father above takes care of me. He is my shepherd. The Lord is my shepherd.

I take my sheep where they can find sweet, green grass to eat. The Lord gives *me* plenty to eat. The Lord is my shepherd.

When my sheep are thirsty I take them down to a quiet little brook where the water sings softly to them. There they can drink and not be afraid. The Father gives *me* cool water to drink. The Lord is my shepherd."

The shepherd loved the dear Father above as he thought of all the good things He had done for him. By and by he sang about the Father's goodness. He sang the song of the shepherd. This is the way it begins.

"The Lord is my shepherd.
I shall not want.
He maketh me to lie down in green pastures.
He leadeth me beside still waters."

(The teacher should have the children repeat the first line after her until they know it. On Sundays following, it should be reviewed until every child can say it. It is the Bible text of this group of lessons.)

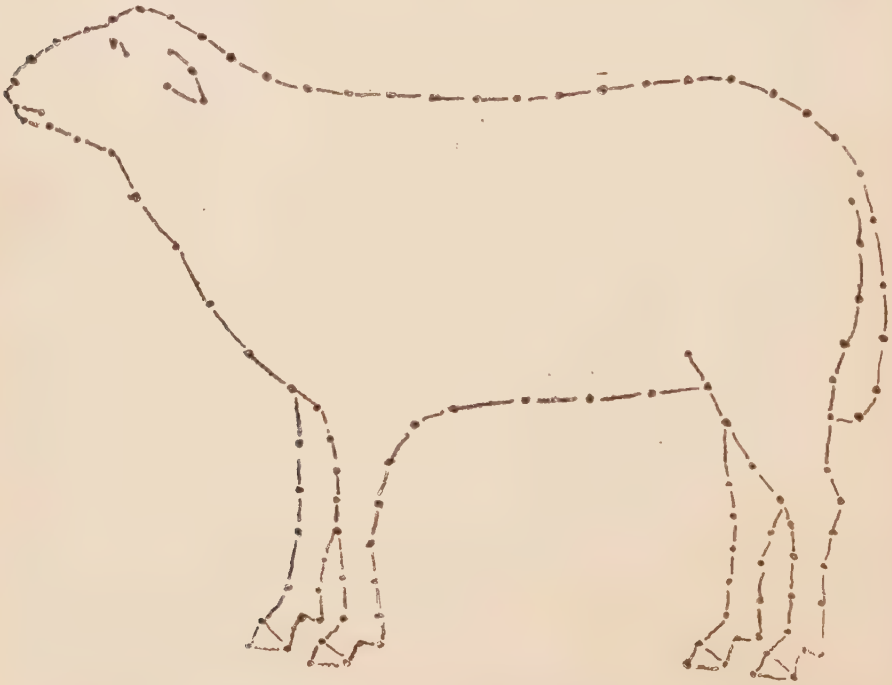
March to tables: (At signal from piano)

Table-work (sew sheep): (Sitting at tables)

The materials used by each child are: paste (the tube paste is the most easily handled); a gray mounting card, seven by nine inches; a light gray card upon which the outline of a sheep is pricked; and a blunt steel needle, threaded with white silkateen. The thread should be tied securely in the eye of the needle.

Beginning at the nose of the sheep, draw the thread up through the first hole, down through the second hole, up through the third, and so on until the outline is complete. Now fill up the spaces or little gates, as we may call them, by drawing the needle down through the first hole, up through the

second and so on. (Read the directions for the table-work of Lesson VII, p. 42.) Mount upon the gray cards.



For the very little children, or more backward ones, a simple shepherd's crook may be substituted for the sheep; or, instead of sewing, the children may connect the pricked holes with pencil or crayon.

When the work is finished, let the children fold their hands upon the front edge of the tables and repeat together, "The Lord is my shepherd."

Closing Service. (See p. 239)

LIVING IN TENTS

Abraham and the Strangers

SERIES II
LESSON VI

GENERAL THOUGHT:—KINDNESS
SPECIAL THOUGHT:—KINDNESS TO STRANGERS

Introduction to Series:—

The second series of lessons illustrates the general thought of kindness. The concrete setting is houses and homes. Through stories of kindness, hospitality, open-heartedness, the thought is led up to one's obligation to show kindness to God by building a house for him. The group ends with the Thanksgiving story, "The Great Supper," which sums up the general thought. By thus presenting the thought in various ways, it is the better impressed upon the children's minds.

It is well to remember that the most important feature of each lesson, and the nucleus about which everything else clusters, is the story.[1]

Kindness is a simple, humble virtue which even the smallest child can exercise. The aim of the series of lessons is to hold it up for praise and approval, so that it seems a quality to be desired and sought.

During the exercises of each day special attention should be called to children who are kind and gentle in the games and plays. Ways of being kind to others, by passing materials and helping at the table-work should be pointed out by the teacher as a special illustration of the lessons.

A spirit of kindness, consideration, and patience shown by the teacher to backward, restless, or mischievous children will be the most effective object-lesson that could be given. Her influence, though she be unconscious of it,

[1] "I plead for a new profession, that of story-teller in the Sunday school, who has practiced on the standard tales, told them to various grades and had them told back again until they are as well developed in his or her mind as the rôle of an actor in a play with a long run."—G. Stanley Hall.

will be constantly at work building up or tearing down her teaching. Emerson says, "The will of the pure runs down from them into other natures as water runs down from a higher into a lower vessel. This natural force is no more to be withstood than any other force."

Teacher's Preparation:—

Read Gen. 18:1–17.

The patriarchal stories, of which this is one, exhale the breath of a free nomadic time, when all life was simple and mysteries were frankly accepted and loved, when God seemed very near and angels were constant visitants. Try to feel this and to reproduce the simplicity and charm of the story. To children, themselves, living in the early morning of their experience, these things are accepted naturally and find an answering response, an understanding which they often miss in wiser heads. Tell the story graphically and sympathetically, bringing out the beauty of Abraham's open-hearted hospitality.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

I have a queer little house here. (Show a cocoon, or picture on p. 189.) Has anyone ever seen one like it? Does anyone know what lives in it through the cold winter-time? As soon as the air begins to grow cold in the fall many, many little caterpillars make little houses like this for themselves. I wonder who taught them how?

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Shall we talk a little today about houses? Tell me of some house you have seen. Mary has seen one with a pointed roof. Let us make one with our fingers. Julia has seen one with a broad, flat roof. Let us make that,

too. Bend all of the fingers of both hands and bring the tips together. Let us see if we can each make a church tower. Stretch your arms way above your heads, and put your finger tips together. Now I would like you to make a tent. This is the kind of a home the little Arab boy lives in. His papa has many sheep and lambs.

What kind of a home does the little squirrel live in? (Introduce the new finger play, and use again the one on p. 5.)

Song:

(For music, see p. 268)

"Little squirrel, living there
In a hollow tree,
I've a pretty cage for you
Come and live with me.
You may turn the little wheel,
That will be great fun!
Slowly round, or very fast,
If you faster run.

Little squirrel, I will bring
In my basket here
Every day a feast of nuts!
Come then, squirrel dear."
But the little squirrel said,
From his hollow tree,
"Oh! No, no! I'd rather far
Live here and be free."

So my cage is empty yet
And the wheel is still
But my little basket here
Oft with nuts I fill.
If you like, I'll crack the nuts,
Some for you and me,
For the squirrel has enough
In his hollow tree.

Motions:

Lines one and two:

Curve the fingers of the left hand. Let the thumb touch the tip of the middle finger to form a circle. Close the fingers of the right hand and extend the thumb. From below place the thumb of the right hand in the circle formed by the left, showing the inner side of the thumb.

Lines three and four:

Hold hands in a vertical position facing each other. Hollow the palms. Curve and spread the fingers. Let the tips of the fingers and thumb of the left hand touch the tips of the fingers and thumb of the right.

Lines five to eight:

Hold the first fingers parallel to each other with the inner side next to the body. Rotate slowly and then very fast.

Lines nine and ten:

Hold the palms of the hands upward. Interlace the fingers. Let the tips of the thumbs meet above the center to form a handle.

Lines eleven and twelve:

Form circles with both hands. The tips of the first and second fingers should touch the tip of the thumb.

Lines thirteen to sixteen:

Same as lines one and two.

Line seventeen:

Same as lines three and four.

Line eighteen:

Same as lines five and six.

Lines nineteen and twenty:

Same as line ten.

Lines twenty-one and twenty-two:

Make a fist with each hand. Place the left fist on lap and hold still for a stone. Use right fist for a hammer. Make motion of cracking nuts.

Lines twenty-three and twenty-four:

Same as lines one and two.

Game: (See p. 6)

Quiet moment: (See p. 7)

The story:

Once upon a time there was a shepherd named Abraham. Abraham had many flocks of sheep and goats. He lived in a splendid tent and had many servants.

One day when the sun was very hot, he was sitting in the shade of his tent door. He looked up and saw three strange men coming toward him. He got up quickly and went toward them.

"You must be very hot and dusty. Come into my tent. I will get you some water to wash in, and I will give you something to eat while you rest."

The strangers said, "We thank you. We will gladly rest in your tent."

Abraham took the strangers into his tent, and gave them cool water to drink and to wash in. He called to Sarah, his wife, and told her there were three strangers resting in the tent.

"Go quickly and knead some cakes and bake them," he said.

Then Abraham went to one of his young menservants. "Bring a tender young calf from the herd. Kill it and dress it so that I can give these stranger guests a splendid dinner."

The three men ate and drank and rested. When they were about to go Abraham said, "I will go with you a little on your way."

They were very much pleased.

As Abraham and the three men went along they talked together.

The men said, "You were very kind to us today. You do not know us, but because you were so kind to us, we will make you a promise. For a long time you have wanted a son, a little boy baby. By and by you shall have one. We promise you."

Abraham looked at the men very sharply. Can you think how surprised he was when he saw all at once that they were angels?

Then he believed what they had promised. By and by it all came true.

Was Abraham good to the strangers? Let us say this little verse. "Let us do good unto all men" (Gal. 6:10). Do you remember the verse we learned last Sunday? Yes, "The Lord is my shepherd."

March to tables: (At signal from piano)

Table-work (paste tent and strips): (Sitting at tables)

(Have the following materials placed at the back of the tables for each child: paste in tube; white paper triangle, three inches on a side; a light blue gummed strip, one inch in length; and three white gummed strips, each one inch long. Let a child be chosen to place a gray mounting card, seven by nine inches, in front of each child, with long sides running from left to right.)

Did the shepherd, Abraham, live in a house like yours and mine, Nellie? No, he lived in a tent. Do you see anything on the table in front of you that looks like the tent in which Abraham lived? (Direct the children to place the triangle on the cardboard about two inches from the front edge and a little to the left of the center.)

I think Abraham must have been standing near the door of his tent when he saw the three visitors coming, don't you? Perhaps the door was over here at the right of the tent.

Do you see a small blue strip at the back of your table? Let us call it Abraham and place it near the door of his tent in this way. (Direct the children to place the blue strip half of an inch to the right of the triangle in a vertical position, two inches from the front edge of the card.)

Now, I wonder if we have anything which we may call the three angels that came to visit Abraham. Yes, there are three white strips which we will place not far from Abraham, who is shading his eyes with his hand that he may see the three strangers coming toward him. (Direct the children to place the three white strips, one at a time, about an inch to the right of the blue strip and parallel to it, and a quarter of an inch apart. When everything has been placed on the card and is properly arranged, direct the children to lift each piece carefully and, using as little paste as possible, mount it on the card.)

Closing Service. (See p. 239)

From photograph

ON A JOURNEY]

The Arab and His Guest

SERIES II
LESSON VII

General Thought:—Kindness
Special Thought:—Kindness to All

Teacher's Preparation:—

This story is attributed to Benjamin Franklin. On the occasion of his telling it, so the story goes, many thought he was relating one of the Old Testament narratives. It is a beautiful story and well illustrates God's kindness and forbearance to those who forget him, but especially does it emphasize the obligation of kindness even to those of whom one does not approve. The purpose in this lesson is to show the duty of kindness to all. During the occupation period the story should be talked over and such questions asked as will fix it in the children's minds.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Hold up a cocoon or picture (see p. 189). What is this? Who made it? Who taught the caterpillar how? Think for a minute of God's great out-of-doors. There are many, many little houses like this swinging on the bushes and trees. The little creatures will be kept warm in them all winter long.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Have you ever seen an animal like this? (Show picture of camel. See p. 38.) Where? In a circus parade? Yes, I have seen one, too. His home

is far away over the seas. He came from the land of the Arabs. When he is at home he carries the little Arab boy on his hump. He gives him milk to drink. His coat makes warm clothes and tents. Did you ever ride on a camel? He goes like this. (Imitate the swinging motion of the camel with the arms by raising and lowering, in succession, the elbows, wrists, and joints of the fingers. Imitate the trotting horse and other motions of travel.)

Show me the squirrel's house in the tree. (See finger play, p. 33.)

Game: (See p. 6)

Quiet moment: (See p. 7)

The story:

Once upon a time there was an Arab whose name was Abou. Abou was a rich man and had many sheep and goats and camels. Often he went on long journeys over the desert on his camel. Then for a long time he lived in his tent, and looked after the men who took care of his sheep and goats.

One day coming home from a long journey, he met a stranger on the way.

'Good day to you, my friend," he said. "May God be with you."

"May God be with you," said the man.

"Whither are you bound?" said Abou.

"I am on a long journey. I cannot go much farther. I am very weary."

"Come with me. My tents are not far away. Come and rest and eat."

So Abou and the stranger rode on together. Very soon they reached the tents. The dogs ran out and barked with joy to see the master. The boys and girls of the family and the servants came to the tent doors to look at the stranger.

Abou called his servants.

"Get ready a meal for me and this stranger. We are both tired and hungry with our long journey."

Water was brought to bathe the stranger's feet and hands. He was invited to rest in one of the tents while the feast was being prepared.

By and by Abou looked in at the tent door.

"Come now, friend, the meal is ready. Come to my tent, and we will break our fast and refresh ourselves.

Together they sat beside the table. Abou bowed his head to ask a blessing from the great Father. Looking up he saw the stranger eating.

"Friend, do you not first ask God's blessing upon your food."

"No, I ask no blessing. I do not wish to thank God."

Abou was very angry. He called his servants.

"Put this unbeliever from the tent. He shall not eat at my table, who thanks not God."

They took him and cast him out.

All was still. Abou was alone thinking.

"Abou, Abou," said a voice. "Why did you cast out the stranger who thanked not me? Am I not kind to you when you forget and disobey? Go out and seek him. Be more gentle and kind to him. Then you may teach him to love me and remember me."

"It is the voice of the Lord," said Abou.

He arose and sought the stranger.

March to tables: (At signal from piano)

Table-work (sew camel): (Sitting at tables)

(The materials used by each child are a gray mounting card, seven by nine inches; a piece of white cardboard pricked with the outline of a camel; a needle threaded with gray silkateen.)

Hold your card up to the light, John, and tell us what you can see. Whose camel do you think this is? Yes, I think it is Abou's camel. Whom did

Abou invite into his tent? Was Abou kind to the stranger? (Let the children discuss the story fully. Direct the sewing as in Lesson V, p. 28. Keep straight on as far as practical before going back to fill up the "gates."

If sewing is not feasible, draw the outline by connecting the holes with suitable colored crayon. Drill upon the text, "Let us do good unto all men."

Closing Service. (See p. 239)

A Wedding Party

SERIES II
LESSON VIII

GENERAL THOUGHT:—KINDNESS
SPECIAL THOUGHT:—KINDNESS OF GUESTS

Teacher's Preparation:—

Read John 2:1–12.

This story brings out the kindness of a guest in helping his host in time of need.

It will be noticed that Jesus' name is not used in the story, but that he is called the Great Teacher. This has purposely been done to fix the attention upon the thought of the lesson. With the exception of the few stories which portray Jesus' own life, he is always spoken of in this way in the stories. It is hoped by this method to avoid confusion in the children's minds, and to keep their impressions of him natural and simple.

Secure a model of a water jar if possible; if not show picture, p. 46. (See note, p. 11.)

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Show the children a milkweed pod, or if that is impractical show a picture. Tell them it is a little gray house. Call the little seeds its children. Show that each little child has flaxen hair. Tell them that when the house door is open the little children like to ride on the wind with their hair flying.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

I know a little girl who had a party the other day. Do you like parties? Did you ever have a party? Whom did you invite? It is nice to give a party,

and invite people to come. They love to come and have a good time. (Lead the children to talk freely of going to parties and of having parties. Bring out the idea that we invite our friends that they may have a good time.) Repeat text, "Let us do good unto all men." (Introduce finger plays, pp. 5 and 33.)

Game: (See p. 6)

Quiet moment: (See p. 7)

The story:

There was a great party in the little town of Cana long, long ago. One of the young men of the town had been married, so he invited his friends to his wedding feast.

Great tables were full of good things, nuts and raisins, olives and cakes. There were huge cakes of goat's meat and great platters of sheep. Bowls of boiled grain and great saucers of sour curds crowded the table. For drink they had red wine made from their own grapes that grew upon the hillside.

There was a great deal of fun and laughter. Everyone tried to help in the good time.

All at once a servant whispered to the young man who had been married, the bridegroom, "There is no more wine."

"Why, that is too bad. What shall we do?"

"It is too late to go to the shops to buy. We do not know what to do," said the servant.

At last someone said, "There is a great teacher here at our party who loves to help people. Perhaps he can help us."

They went to the Great Teacher.

"Master," they said, "The feast is not nearly over, and we have no more wine. What shall we do?"

"Why do you ask me," said the Great Teacher.

"We know that you love to help people, and we are sure you will help us and our master now."

"Bring those great water jars here," said the Teacher.

They brought them.

"Now fill them with water."

They brought water and filled them to the brim.

"Take them now and pour from them. Give to your guests to drink."

The servants did as the Great Teacher said.

When all had tasted the wine, they said, "How good this wine is. I believe we never tasted such wine. It is very strange," they said, "that the bridegroom should keep his best wine till the last. Usually the best wine is given first."

The water had turned into wine.

They did not know that the Great Teacher had been so kind and made the water into wine for them.

March to tables: (At signal from piano)

Table-work (outline water jar with sticks and rings): (Sitting at tables)

(Let the teacher choose a child to show the other children a picture of the wedding at Cana. Let another child be chosen to pass around with the model of a water jar (or the picture on p. 46). Let the teacher then place both the picture and the model upon a table in view of all the children as they work.

The materials used by each child are: two two-inch, iron half-rings; two one-inch, iron half-rings; two one-inch, wooden sticks. There should be one two-inch, iron whole ring for the teacher. If preferred provide clay and let the children model water jars.

After the materials have been given out the teacher may show the children the two-inch whole ring. She may then direct each child to place before him on the table the two two-inch half-rings so that they may form a whole ring like the one in her hand. Let the center of this ring be the center of a two-inch square. She may then direct as follows: Very carefully open the ring at the back leaving a space of about an inch for the opening at the neck of the jar. Touching the ends of the half-rings at the back, place the two one-inch sticks, in a perpendicular position, about an inch apart and parallel to each other, to form the neck of the jar. On the right and left sides of the jar, with

ends touching the circumference of the two-inch half-rings, place two one-inch half-rings for the handles of the jar.)

John, you have made your jar so quickly and so well, would you like to place your chair by little Mary's and help her to make hers? That would be like the kind Teacher who helped at the wedding party. What did he do, children? Who can say the verse that we learned about doing good? Yes, Mary knows it. "Let us do good unto all men."

Closing Service. (See p. 239)

ORIENTAL HOUSES

Lot and the Angels

SERIES II
LESSON IX

GENERAL THOUGHT:—KINDNESS
SPECIAL THOUGHT:—KINDNESS TO STRANGERS

Teacher's Preparation:—

Read Gen. 19:1–26.

In this lesson there is an opportunity to give the children an idea of the flat-roofed, oriental house. Children are always interested in objects and pictures. An oriental house may be fairly well represented by a square gray box turned upside down and a doorway cut in it. Oriental houses of the poor today are of mud and have but one room and no windows. (See picture, p. 48.) For a very small sum one can buy a model of a more pretentious oriental house that is very attracitve. (See note, p. 11.)

Keep the thought of kindness prominent all through the day's exercises. The story also shows how kindness was rewarded.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Do you remember the little seed people who grew in this nice little house? (The milkweed pod used in Lesson VIII.) All summer long the house grew and grew. By and by the babies grew too large for it. It burst open. The babies flew away. Next summer they will try to grow new houses.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

(Talk of houses and homes. Let the children represent with their hands various styles of houses; the gable-roofed, the flat-roofed, the high, narrow

house, the broad, flat house. Let them represent various kinds of windows and doors. Let each represent his own house.) Do visitors ever come to your house, Mary? Who are they? (Relatives, friends, strangers, etc.) Let us all make a flat-roofed house. Someone once was kind to strangers in a house like this. Repeat text, "Do good unto all men." Who can make a sheepfold? Let us have our finger play of the sheep and shepherd. (See p. 5.) (Also use finger play on p. 33.)

Game: (Standing in circle)

Song: (Music, see p. 258)

Through painted windows streaming,
The sweet, glad sunbeams pour,
And beckon us to enter
The church's open door;
But all of us who enter there,
Must listen well to song and prayer.

But hark! the organ's pealing
Rolls through each lofty aisle,
And ringers in the belfry
Pull at the ropes the while;
Lu lo, lu lo, lu lo, the organ rolls;
Bim bam! Bim bam! Bim bam! the sweet bell tolls.

Directions:

Suggest to the children that all are going to church. Each may take the hand of the child next him on the right for his companion. As the song begins the teacher may lead the march about the room, returning to the circle for the third line of the second verse when the children make motions of pulling rope and playing organ as the appropriate words are sung.

Quiet moment: (See p. 7)

The story:

Abraham was like a father to Lot. Lot and he had gone on a long journey together. They loved each other very much. Lot was Abraham's brother's son.

By and by, Lot said to Abraham, "I am tired of living in a tent. I want to live in a house. Over there is a splendid city. I am going to live there."

So Lot went to live in a house in the city of Sodom.

One night Lot sat in his house and there came a knock at his door.

"Who is there?" he said.

"We are two strangers who want to come in and rest," the voices said.

"I must be kind to strangers," said Lot to himself, and opened the door.

Two splendid looking men stepped into the house. Lot bolted the door behind them.

Soon there came other loud knocks at the door.

"Who's there?" said Lot.

"We are the men of Sodom. We want those strangers. Open the door and send them out to us."

"No," said Lot. "You will hurt them. I will not let them out. I would rather come out myself than let you abuse them."

By and by the men of Sodom got tired and went away. They found that Lot would not open the door.

Lot sat down to eat with his guests. As he looked at them, he saw that their faces were bright and shining.

"We are angels," they said.

"You have been very kind to us. We have come to tell you that this city of Sodom will be burned up. We will take you safely out of it. Come, come quickly with us."

"Oh! Must we go?" said Lot.

"Yes, yes!" said the angels. "There is no time to lose."

They took Lot and his family and hurried them from the city. Behind them they could hear the fire burning. They could see the light on the sky.

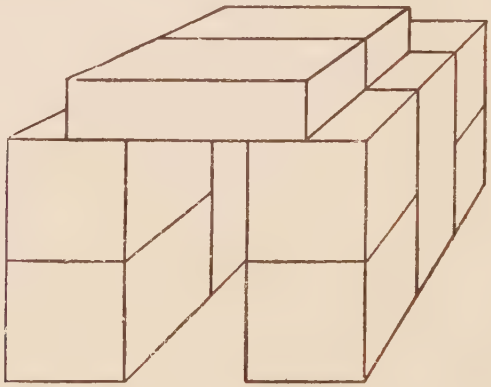
The angels would not let them look back, but hurried them on till they were far away from the wicked place.

Don't you think Lot was glad he was kind to his stranger guests?

March to tables: (At signal from piano)

Table-work (build house): (Sitting at tables)

The materials used are Third Gift (see p. 14) and Fourth Gift. The Fourth Gift consists of eight oblong blocks, one inch by two inches by one-half inch in dimensions. When placed upon the table the blocks may be spoken of as sitting, standing, or lying. These positions are obvious. Have the



materials at the back of the tables in front of each child's place when the lesson begins.

Acquaint the children with the new blocks. Explain standing, sitting, and lying position of blocks. Direct the children to fold their hands on the front edge of the table.

Review the story and suggest that we build Lot's house with our blocks. Direct the building as follows: Take a cube in the right hand and place it upon one of the squares on the table. On top of it place another cube. This is one of the posts or pillars of Lot's house. One inch to the left of this post make another post in the same way using the left hand. One inch in front of the post at the right, make another post with the right hand in the same

way, one inch to the left of this post, in the same way, make another post with the left hand. We now have four posts, one at each corner of Lot's house. Next we must make the walls. Place two blocks together, with their long, broad faces touching, and stand them between the two posts on the right, with the short crack in the center running from front to back. In like manner finish the wall on the left side and at the back. (The short crack between the blocks at the back should run from left to right.) Place the two remaining blocks together with their long narrow faces touching. Lay them horizontally on top of the house for a roof. (They should be placed so that the front face of the front block is on a line with the front of the house and the center of the blocks is over the center of the opening.) Place the box-lid in front of the house for a door. Knock at the door. Open it, etc., in acting out the story.

Closing Service. (See p. 239)

SYRIAN PEASANT BAKING BREAD

The Poor Widow and Elijah

SERIES II
LESSON X

General Thought:—Kindness
Special Thought:—Kindness to Stranger

Teacher's Preparation:—

Read I Kings, chap. 17.

Rewarded kindness is the thought of this lesson as well as of the last. Learn what you can of the process of bread-making in Palestine; the primitive plow; the trampling out of the grain by oxen for threshing; the grinding in hand mills (see picture, p. 56); the baking in primitive ovens, etc. This information can be gathered from a Bible dictionary, or commentary, or from any book on oriental manners and customs. It is not intended that all of this information shall be given to the children, but whatever little is given, let it be correct.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Bring heads of wheat into the class. Let each child have one. Show the children the inclosing chaff. Call it the house. Let the children roll the heads of wheat in the palms of their hands. Let them gently blow away the chaff.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

What did you have for breakfast this morning, John? Frank? Julia? You all had bread, didn't you? I had bread, too. At my house we have a little kitten. When we were all through breakfast our little baby brother

called, "Kitty, kitty, kitty." Kitty came running to him. He had a nice saucer of milk for her with tiny pieces of bread in it. Do you like to feed your pussy-cat? (Lead up to the text and have the children repeat it, "Let us do good unto all men." Introduce the finger plays, pp. 5 and 33.)

Game: (See pp. 6 and 56)

Quiet moment (See p. 7)

The story:

There had been no rain for a long time. Many people were thirsty. Because there was no rain the wheat and grain could not grow, and many people were hungry.

There was a poor widow who lived alone with her only son. Day after

day she baked a little cake for herself and for him. The cake was very small, because she had so little flour. She watched and saw the flour get farther and farther down in the bin every day.

"What shall I do when it is all gone?" she often thought.

By and by, one day, she looked at her last handful of flour.

"I may as well use it now as any time," she said. "I will go out and gather some sticks for a fire."

As she was gathering sticks for her fire, she heard someone call her.

"My good woman, will you give me a drink of water? I am very thirsty."

She looked up and saw a man. He was getting old, and he looked very worn and tired.

She hurried to her little hut and brought him a drink of water in a gourd.

"It is very good," he said. "Can you not give me something to eat too?"

"Oh," said the woman," I am just gathering a few sticks to bake the last handful of flour for my son and myself. There is hardly enough for us, and I don't know where we will get more when that is gone. But come to my hut. We will divide it with you."

They both went to the hut. The woman baked the cake and they ate.

A very strange thing happened. After the woman had taken enough flour for the cake, she found there was still some left. Every day she baked a cake, and every day there was some left for the next day. And so it was every day until the rain came again, and more grain could grow for more flour.

The kind woman and her son and the stranger always had enough to eat and some to spare.

March to tables: (At signal from piano)

Table-work (make clay cakes): (Sitting at tables)

(Give each child enough clay to make a sphere about two inches in diameter.)

Each of us is going to make a little cake like the one which the widow made for Elijah. First let me see what nice balls you can make by rolling the

clay between your palms in this way. Now press the ball with your hands until it is nice and flat. Smooth it until it is a little cake. (A number of cakes may be made if time permits.)

Place your cake at the back of the table. Fold your hands on the front edge of the table while we talk a little about how the wheat grows to make the flour. (Talk of the process as fully as time allows.)

Shall we pretend that every other child is the widow? Mary, John, etc., you are the widows. The other children may each make barrels with their hands placed together in this way. Curve the fingers of both hands. Slip the fingers of the left hand between those of the right. Overlap the thumbs.

We will pretend that the barrels have just a little flour in them. The widows can dip into the barrels again and again to get flour to make their cakes.

Now let us change about. Those who were widows before may make the barrels. The others may dip into the barrels and make the cakes.

Did the poor widow have enough flour to make cakes for herself, her son, and the stranger? How long did it last?

(If clay be not convenient to use let the children cut circles of manila paper for cakes and paste them on mounting cards, seven by nine inches.)

Closing Service. (See p. 239)

Courtesy of American Tract Society

Copyright by De Brunoff, 1904

BUILDING

Building a House for God

SERIES II
LESSON XI

GENERAL THOUGHT:—KINDNESS
SPECIAL THOUGHT:—KINDNESS TOWARD GOD

Teacher's Preparation:—

Read I Chron. 17:1 and in a Bible Dictionary read what you can of the history of the tabernacle and the temples, especially noticing the account of the temple planned by David. Read also *In the Time of Jesus*, by Seidel, pp. 113 and 114.

In telling the story, the thought, that David remembered God and wanted to make him a more beautiful house than his own, should be brought out clearly. Children may be easily led to think of God as near and present. They are very simple and natural in their acceptance of spiritual realities unless questions and theories are suggested to them. Their thought of God no doubt will be that of a definite, material being, but if he is a reality to them, his true quality and spirituality can be taught them later when they have developed in spirituality and insight.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Show heads of wheat. Question the children and recall to them what they learned last Sunday. Show them the model of an oriental mill, or the picture on p. 56. Describe the process of grinding. Let the children turn imaginary mills. Tell them that children in a far-away country often help their mammas to grind the wheat for their bread.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Does mother take you to church sometimes, Mary? What do you do in church? Yes, you sing beautiful songs and pray to God. The church is God's house. Men built it for God because they love him. Every Sunday people go to church to sing and hear about God. God is out in the sunshine, too. He is everywhere. Men have built him a house so that everyone can come and pray to him there. Repeat the text, "The Lord is my shepherd." (Introduce finger plays, pp. 5 and 33.)

Game: (See pp. 6 and 50)

Quiet moment: (See p. 7)

The story:

The great king sat in his beautiful golden house. When he was a boy he had been a shepherd, and often he had lived in a tent. Now he was thinking of his beautiful house, and all the splendid things he owned.

Then he said to himself, "Why should I live in such a beautiful house. I am king of my people. The great God above is King over my people and me too. Once when all my people lived in tents, we made a beautiful tent for our God. We were very poor then, and could only make a tent for him. Now we are rich and live in beautiful houses, but we have forgotten to make a house for our God."

The king sat in his bright purple robes thinking a long while. At last he said, "I will build a house for our God. It shall be more beautiful than any other house. It shall be made of gold and silver and precious stones."

The king called all the people together. He said to them: "I will build a splendid house for our God. He has been so good to us. He has taken care of us all these long years. When we lived in tents and took long journeys he led us. Shall we not make him a house more beautiful than any man ever lived in?"

The great multitude raised a tremendous shout, "We will, we will."

Day after day the people came and brought gifts for the new house. They brought gold and silver. Those who had precious stones brought them. They brought the best and richest things they had and gave them for the house of their God.

They were all very happy. They sang and danced and shouted, because they were so glad to give.

Long years after when the beautiful house was finished, people from all over the world came to look at it.

"Is it not beautiful?" they said. "How much these people love their God!"

March to tables: (At signal from piano)

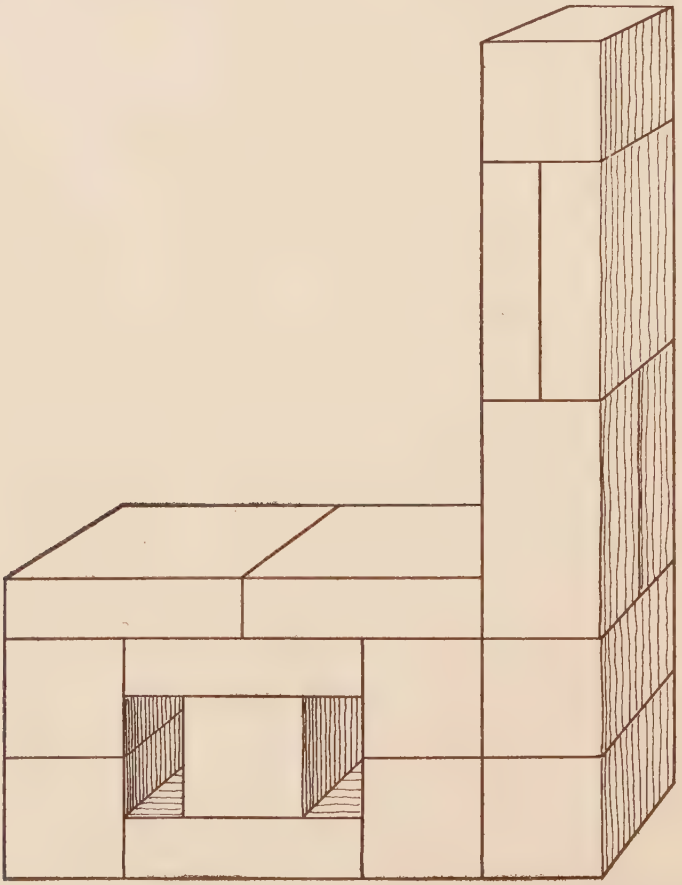
Table-work (build church): (Sitting at tables)

(For materials and arrangement see Lesson IX, p. 52.)

In our lesson the king built a house for God. Have we a house for God? What do we call it? Yes, we call it our church.

What part of the house for God do you think the king had built first? John thinks the foundation. Take one of the bricks and lay it horizontally on two of the squares on the table. With the right hand place a cube touching the right end of the brick. With the left hand place a cube touching the left end. Do you think that the foundation of the house for God that the king built was larger than ours? I think that it must have taken many men to build it. On the center of the brick place another cube and upon it place a brick parallel to the first brick. With the right hand place a cube at the right. With the left hand place a cube on the cube at the left. The king's beautiful house for God had gold and silver and gems on it. Let us make believe that ours is covered with gold. No house is too beautiful for God. Take a brick in each hand. Place their two short, narrow faces together and lay them flat on top of your house. Do you think that the king's house for God had a steeple? Perhaps it did not, but let us build a steeple on ours. Beside the two cubes at the right place two more cubes, one above the other. On top of

these stand two bricks with their long oblong faces joined so that the crack comes on the right and left sides. Above these place two more bricks in the



same way, but with cracks showing at front and back. On top of these place a cube and our church is finished.

Closing Service.

(See p. 239)

From photograph

BEGGARS BY THE WAYSIDE

The Great Supper

SERIES II
LESSON XII

General Thought:—Kindness
Special Thought:—Kindness to All

Teacher's Preparation:—

Read Luke 14:16–24 and Matt. 22:1–13.

The parable of the Great Supper is given here as an appropriate story for the Thanksgiving season and also as one that well illustrates the thought of kindness in a broad, general way. Do not attempt to explain to the children the setting of the parable or the teaching Jesus meant to convey by it. Leave those things for a later time. Work up the story and tell it in your own words and in your own way, only be careful that it clearly pictures the thought of kindness to all sorts and conditions of men.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

(Show the children an ear of corn with the husks still on it.) I wonder how many know what this is? (Show the many wrappings and call them the house the corn grew in. Question the children and see if they can tell you how the corn grew. How it looked in the field. How the great stalks were shocked and stood up in the brown field late in the fall.)

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Do you know what day is coming soon? Yes, Thanksgiving Day. What are you going to do on the day? I must tell you about the first Thanksgiving Day. (Tell of the Pilgrims; of their log huts; of their hard life; of

their thankfulness for safety and enough to eat.) We wish to remember on Thanksgiving Day that God has been good to us, too, and so we have a party and all are glad together. (Introduce the new finger play.)

Poem:

Every day when we eat our dinner,
Our table is very small;
There's room for papa, mamma, sister,
Baby and me, that is all.
When Thanksgiving comes and the company,
You'd scarce believe your eyes,
For the selfsame table stretches out,
Until it is this size![1]

Motions:

Lines one and two:

Hold fore-arms in a vertical position. Bend the fingers of each hand to form a right angle with the palm. Let the fingers of the right hand overlap those of the left.

Lines three and four:

Spread out the fingers of the left hand and with the first finger of the right hand touch the thumb and each finger of the left hand in turn as a member of the family is mentioned. At last hold the left hand forward, palm out and fingers spread.

Lines seven and eight:

Hold fore-arms in a vertical position. Let the fingers form right angles with the palms. Let the tips of the second fingers touch.

Game: (See p. 50)

Quiet moment: (See p. 7)

[1] Maud Burnham, *Rhymes for Little Hands.* Copyrighted, 1908, by Milton Bradley Co. Used by permission.

The story:

The day of the party was come. Everybody was ready. The tables were set. The master of the house came to look and see if everything was right.

Days before invitations had been sent to the guests. The master of the house said to himself, "How they will enjoy themselves! I believe I have thought of everything."

Minutes and hours went by, and the master of the house came again into the banquet hall.

"Have no guests come yet?" he asked the servants.

"Not yet," they said.

"It must be time."

"Yes, it is fully time."

Just then there came a tap at the door. "My master sends me to ask if you will excuse him. He cannot come to your party."

Hardly had he gone before another and another servant came. Each brought an excuse from his master. No one could come to the great supper.

The master of the house was very angry.

"Are these my friends," he said. "And do they think it nothing that I have prepared this splendid supper for them. They do not care that my party is the best one ever given in this town."

Then he was quiet a moment. He looked at his servants. He was angry no longer.

"We must not mind," he said, "If these people do not want to come to our party, we will have guests just the same. Go out on the streets and invite the poor people to come. Invite those that are cold and hungry. Bring in those that are lame and lonely. Bring all those who are never invited by anyone. They will love to come."

The servants went out and brought in the people as their master had said. These had never been to a grand party before. They laughed and sang. They were very happy.

"This is the best party I ever had," said the master of the house.

March to tables: (At signal from piano)

Table-work (fold table): (Sitting at tables)

(Materials used are: white paper, four by four inches; gray mounting card, seven by nine inches; paste in tube. Give each child a piece of white paper. Let him place it upon the table in front of him and note that it has four edges. Let the children point with the teacher to front, back, right, and left edges, and to the four corners.)

Shall we make a table like the one in our story today? Very well. Fold the front edge of your paper to touch the back edge. Be careful that the corners cover each other. Crease well and open. We now have a line running from right to left through the center of our square. Fold the front edge so that it touches the center line. Crease well and fold the back edge to meet it. Crease well. Open your table and stand it up.

It looks very much like our own Thanksgiving table, does it not? I wonder what may be at the front, at the back, and in the middle of each of our tables. Let us each tell. Whom, Nellie, will you invite to sit at the head of your table? Before we eat whom do we thank for all the good things that He has given us. Whom did the man in our story have come to his large supper? Yes, he called the poor, the lame, and the blind. Do you remember the verse that we learned? Yes. "Let us do good unto all men." Whom should we always remember at Thanksgiving time?

Make a very narrow fold on the edge of each of the side folds of your table. Put a very little paste on one of these narrow folds and mount your table on the gray card so that it will stand up.

Closing Service. (See p. 239)

The Little Evergreen Tree

SERIES III
LESSON XIII

GENERAL THOUGHT:—GENEROSITY
SPECIAL THOUGHT:—GIFTS OF NATURE

Introduction to Series:—

Series III presents the Christmas stories. The theme, an appropriate one for the season, is generosity. Gifts and presents, with which minds are filled at this time, are the objects about which the teachings are made to cluster because they present a natural point of contact. Gifts of nature, gifts of parents, lead up to the great gift of God to us. The final story points to personal obligation to God.

Generosity is one of the fundamental virtues, extolled through the Bible. A slight review of the subject as there presented might be helpful. Some of the passages to be found in the Old Testament are Prov. 19:17; Prov. 28:27; Prov. 11:25; Isa. 32:20; Prov. 11:24. The thought is very prominent in the teaching of Jesus: Luke 3:11; Matt. 5:42; Matt. 10:42; Luke 6:38; Matt. 19:16–21. In the teaching of the apostles we find the same emphasis: II Cor. 9:6; II Cor. 8:12.

It is not difficult to stimulate children to give. It is the nature of childhood to be impulsive and generous. It should be the purpose of the teacher to strengthen these impulses and to aid in developing them into habits. Generosity leads to open-mindedness, large love, and sympathy. It is the antithesis of selfishness. It is one of those childlike virtues without which one "cannot enter the kingdom."

The offerings, during the Christmas season, might be planned for some special object or objects. It might be suggested that an orphan child or children be given a Christmas tree. For the children to give a gift to someone who cannot give in return greatly helps to further the true spirit of generosity.

To learn to give disinterestedly as well as generously, to learn to give sympathetically rather than from a sense of duty, are lessons that young and old alike need to learn.

Teacher's Preparation:—

The purpose of this lesson is to introduce the series of four stories on giving. It shows in a general way how everything in nature contributes toward the comfort and care of something else. It shows also in a dim way the necessity of giving to preserve life—"losing life to find it." The little fairy tale should be told simply and vividly. Its truth to fact need not be mentioned unless some child brings up the question. In that case say, this is a little fairy story. The children should be led to discuss the advice of the fairy. They should be led to see how much happiness flows from giving and doing for others. This should not be stated in so many words, but it should be brought out by telling the story with proper emphasis and vivid picturing.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Talk of the snow. Let the children show with fluttering fingers how it floats and falls through the air. Ask them if the snow gives them any fun and good times. Encourage them to talk freely of the snow and the good times they have had with it.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Christmas is coming soon. Are you going to make a present for somebody? What are you going to make, Julia, John, James? To whom will you give your present? Mother and father will be glad, I'm sure, if you make them something. Isn't it nice to give presents to mother and father? Do you love them? We have a new text today. Shall we learn it? "The Lord loveth a cheerful giver" (II Cor. 9:7).

What does God give the flowers and grass for a covering in the winter? Let us see if we can make the snowflakes. (Give the children the finger play with the motions.)

Poem:

Merry little snowflakes falling through the air
Resting on the steeples and tall trees everywhere;
Covering roofs and fences, capping ev'ry post,
Covering the hillside, where we like to coast.
Merry little snowflakes try their very best
To make a soft, white cover so buds and flowers may rest.
When the bright spring sunshine says he's come to stay,
Then those selfsame snowflakes quickly run away![1]

Motions:

Line one:

Move arms up and down in front of the body fluttering the fingers.

Line two:

For steeples, stretch the arms above the head as high as possible and bring the tips of the fingers together. For trees, hold arms above the head with the backs of the hands turned in toward the body. Spread the fingers.

Line three:

For roofs, hold the hands out in front of the body with the backs up. Hold fingers stiff and close together. Slope them downward. For fences, curve the arms in front to form a circle. Let the tips of the middle fingers touch each other. For posts, hold the arms out stiff in front of the body. Make a fist of each hand and hold the thumbs up stiff.

Line four:

Hold the left arm stiffly out in front of the body in a diagonal position sloping downward, back of hand up. To represent a sled place the right hand with back up on the left arm, fingers stiff and close together pointing toward the fingers of the left hand. Move right hand down as if coasting.

[1] Maud Burnham, *Rhymes for Little Hands*. Copyrighted, 1908, by Milton Bradley Co. Used by permission.

Lines five and six:

For cover, bring outspread hands together, sides of thumbs touching. For buds, bring hands together at base of palms, fingers curved in and knuckles touching, thumbs straight up. For flowers, unfold fingers keeping palms together at base.

Line seven:

Make circle with arms high above the head, middle fingers touching.

Line eight:

Same as line one, then let the fingers disappear behind the back.

Game: (Standing in circle)

Song: (For music, see p. 262)

"Give," said the little stream,
"Give, oh, give! Give, oh, give!
Give," said the little stream,
As it hurried down the hill.
"I'm small, I know, but wherever I go
The fields grow greener still."

Refrain:

"Give," said the little brook,
"Give, oh, give! Give, oh, give!
Give," said the little brook,
As it sparkled in the sun.
"I'll turn the miller's dripping wheel
As along my way I run."

Refrain.

Singing, singing, all the day,
"Give away, oh, give away!"
Singing, singing, all the day,
"Give, oh, give away!"

"Give," said the river broad,
"Give, oh, give! Give, oh, give!
Give," said the river broad,
As it joined the ocean tide.
"I'll carry all the ships to sea
Upon my waters wide."

Refrain.

"Give," said the little child,
"Give, oh, give! Give, oh give!
Give," said the little child,
As he hurried to his play.
"I'll do the very best I can
To brighten every day."

Refrain.

Directions:

Choose two children to stand outside of the circle with clasped hands, held high to form a bridge. Direct the children in the ring to hold hands, and while singing the song, to follow a chosen leader under the bridge and in a

winding course about the room to represent the stream, the brook, and the river. The children should be led back to the circle and stand while singing the last verse.

Quiet moment: (See p. 7)

The story:

Once a little evergreen tree had a very bad dream.

A wicked, little fairy came to the little evergreen tree, standing all alone in the snow among the bare maples and elms.

"What is the use of your trying to keep green all winter? Why don't you go to sleep as the other trees do?"

"The little snow birds love me," said the little tree. "They come and snuggle down on my branches when the wind howls and the snow blows, and I keep them warm."

"What if you do? They don't give you anything," said the wicked fairy.

"I don't know that they do," said the little tree. "But what would the little squirrels do if I should go to sleep? On warm days they wake up and are very hungry. They come to me and I give them my cones."

"But what do they give you, you foolish little tree?" said the wicked fairy.

"Nothing, I suppose. But I love them, and they love me."

"Well, why don't you do as the other trees do then?"

The little tree began to be very discontented. He thought, perhaps he was a foolish little tree.

The next day he didn't welcome the little snow birds when they came. He let go of all his cones and the snow came and covered them. A hungry little squirrel visited him for a midwinter dinner, but he had nothing to give him.

Then the little tree heard voices. Two men were looking for Christmas trees.

"There is an evergreen just right for a Christmas tree," said one. "What

a pretty shape it is, and what a nice size. Won't the children be glad to find it full of beautiful things on Christmas morning?"

"But how is this," said the man coming closer. "This tree is dead. See how brown its needles are. We don't want such a tree as that for our Christmas tree, do we?"

"No, indeed."

Just then the little tree woke up with a start. It found the wind howling and the snow blowing. Its little friends, the snow birds, were cuddled down in its cozy arms. It shook itself to make sure its needles were crisp and green, and its cones ready for Mr. Squirrel's breakfast.

The little tree shuddered and was glad it had had only a bad dream.

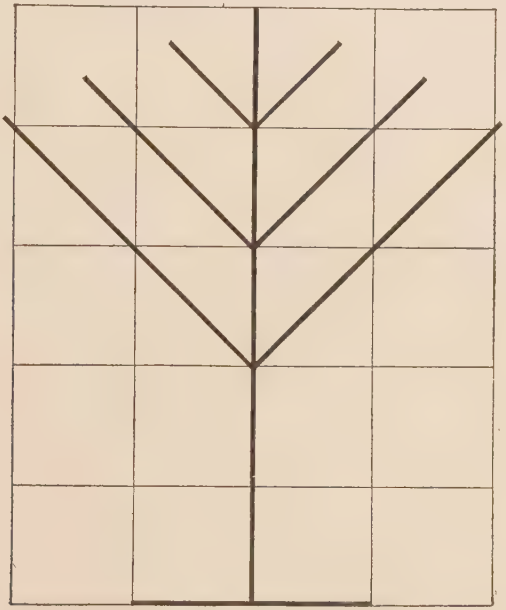
March to tables: (At signal from piano)

Table-work (*tree laid with sticks*): (Sitting at tables)

(Materials used for each child are: one five-inch stick; two three-inch sticks; three two-inch sticks; two one-inch sticks; paper; green crayon. Distribute the material beforehand.)

Would you like to make a tree like the little evergreen tree in our story? I wonder if we can make it with these green sticks that are at the back of our tables? First let us see how long our sticks are. Find the longest one. Put it vertically on a line on the table. Beside it put the next longest, the next, and the next. (Question the children as to the number of the longest, etc. Talk to them about the parts of a tree, the trunk, the branches, etc. Ask what part of the tree has the longest branches. Question the children as to which sticks they think most suitable for trunk, lower branches, etc. The following directions may be given. Place the long, five-inch stick on a line on the table running from front to back. This is the trunk of our tree. Take one of the two-inch sticks and place it horizontally on the table with its center touching the front end of the long stick. Take one of the longest sticks that is left and make one end of it touch the five-inch stick on the right side, two inches up from its front end. Let it extend in a diagonal direction to the right. Take a two-

nch stick and place its end against the long stick one inch farther up and extend it to the right in a diagonal direction, parallel to the last laid stick. In like manner place the one-inch stick, parallel to this, and touching the first stick one inch farther up. On the left side of the long stick arrange the remaining sticks in exactly corresponding positions.) Harry, on your tree where do



you think the little snow birds might come to snuggle down in the cold, snowy weather? Where do you suppose the squirrels would come to gather the cones? Yes, they would run all around the foot of the tree and up the trunk and along the branches. Would you like to draw a tree like the one you have made with the sticks? (Distribute the papers and crayon. Let the children draw the tree as best they can.)

Closing Service.

(See p. 239)

Courtesy of American Tissot Society

Copyright by De Brunoff, 1904

JOSEPH TELLING HIS DREAMS

The Coat of Many Colors

SERIES III
LESSON XIV

GENERAL THOUGHT:—GENEROSITY
SPECIAL THOUGHT:—GENEROSITY OF PARENTS

Teacher's Preparation:—

Read Gen., chap. 37 and become familiar with the Bible story. It is not intended that the whole story of Joseph and his brothers be told at this time, but just the part relating to the coat of many colors. The thought of the great love of Joseph's father for him should be emphasized and that his gift was an expression of his love. This might be brought out by such questions as: Do you think Joseph's father loved him? Why do you think so? Does anyone love you? Does mother or father ever give you anything? Do not speak of Joseph being loved by his father more than his brothers were.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Talk again of the falling snow. How it falls so quietly and lightly, in the yard, on the roofs, in the street, and out in the country on the trees and ground. It makes a nice warm covering for the sleeping flowers, grasses, and mosses, and keeps the nipping frost away.

Christmas hymn: (For music, see p. 270)

The sheep in the fields were sleeping,
The shepherds watched that night,
When thro' the darkness gleaming
There came a wondrous light.

And all of God's bright angels
Sang in the heav'ns above
To tell that Baby Jesus
Had come to bring God's love.

Far down in a lowly stable
The Baby Jesus lay,
While Mary, loving mother,
Watched by his bed of hay.
And all of God's, etc.

The stars were all twinkling, shining;
And guided by a star,
The three wise men, rejoicing,
Sought Jesus from afar.
And all of God's, etc.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Who loves you most in the world, Mary? (Ask a number of the children. No doubt the majority will say, "Mother and father.") What makes you think mother and father love you? (Bring out the fact that they do so much for us and give us so much that we know they love us. Gifts should be the expression of love. Have the text repeated, "The Lord loveth a cheerful giver.")

Games: (See pp. 74 and 50)

Quiet moment: (See p. 7)

The story:

A long, long time ago there lived a boy whose name was Joseph. He lived in a far-away land among the hills.

Joseph loved to lie on his back and look up at the sky and the clouds. Often he would lie for hours thinking and dreaming. Sometimes he had wonderful dreams of the things he would do when he grew up.

Once he dreamed that the sun and moon and stars came and bowed down to him. Another time he dreamed he was binding a great bundle of wheat, and his father and brothers were binding smaller ones. Their bundles all came and bowed down to his.

Joseph told these strange dreams to his tall brothers. There were ten of them, great grown men. They did not like to hear Joseph tell these dreams of his. They did not want him to say they bowed to him. But Joseph kept on dreaming and telling his dreams.

Joseph's father loved him very much. He was a good boy, and not so very big.

When the great tall brothers took their father's sheep far away to the green fields, Joseph was kept at home. He and his little brother Benjamin, stayed near the tents with their father.

One day Joseph's father watched him playing with Benjamin. He was pleased with Joseph. He thought to himself, "How much I love that boy."

"Come here, Joseph," he said. "I have been thinking. Your birthday is coming soon. What shall I give you?"

"I do not know," said Joseph. "You think of something, father."

"Very well, shall it be a surprise?"

"O, yes, father, a surprise will be splendid!"

So Joseph's father thought a long time. At last he called one of his weavers to him.

"Make me a beautiful coat," he said, "one of many bright colors. Make it as beautiful as the fields full of flowers in the springtime. I want it for my son Joseph."

The coat was made and given to Joseph on his birthday. How happy Joseph was!

"Just see how much my father loves me," he said.

March to tables: (At signal from piano)

Table-work (fold and color coat): (Sitting at tables)

(Materials for each child are: manila paper four by six inches; colored crayon; gray mounting cards; paste.)

Shall we each make a little coat like the one that Jacob made for Joseph? (Show picture, p. 82.) Fold your paper making the front edge cover the back edge. Crease. This crease is the center of the back of the coat. Fold the front edge within a quarter of an inch of the center crease. Crease well. Fold the back edge within a quarter of an inch of the center crease. Crease well. Turn the paper so that the central crease runs from front to back.

(An oriental coat is made in this simple fashion of one straight piece of cloth. The back edge of our paper now represents the shoulders and neck of our coat. The armholes are made by cutting through the side creases from the back edge proportionately a half to three-quarters of an inch on our paper.

The shoulders are sewed together in a crude fashion. The long edges running from front to back represent the opening in the front of the coat. The simplest form of decoration is a band of color running across the back of the neck and part way down the front. The decoration is sometimes extended and broadened to cover the greater part of the coat as was probably the case in the coat

of many colors. If possible get an oriental coat to show the children.) Shall we color our coats? (Make a band of red about three-quarters of an inch wide and one inch long across the center of the back at the neck, a half-inch on either side of the center crease. From the edge of this band to the bottom of the coat make a stripe of purple a quarter of an inch wide on either side of the center crease. On both sides of this purple stripe make green stripes three-quarters of an inch wide. Beyond these make purple, yellow, red, and then green stripes again, all the same width. Turn the coat over and along each folded edge make a stripe of purple, next yellow, then green and red. The colors may be varied to suit the teacher's taste. If the children are expert enough they may be allowed to tear down the crease to represent the armholes and paste the edges together to represent the shoulders. Mount by pasting a narrow strip of the front edge at the bottom of the coat upon the gray card.)

Closing Service. (See p. 239)

Correggio

THE HOLY NIGHT

The Baby King

SERIES III
LESSON XV

General Thought:—Generosity
Special Thought:—Generosity of God

Teacher's Preparation:—

Read Luke 2:1–20 and Matt. 2:1–12.

God's great gift to us is the thought of the day. Little children cannot grasp the significance of it. It should be planted early in their minds like a seed that waits to develop later. Tell the story with all its oriental mystery and charm. The long-announced, much-hoped-for child comes at last, unexpected and unheralded, in a queer little khan and is cradled in a manger among the cattle. The stars take note of his arrival and flash the news to far-off wise men who are watching for his coming. Angels sing the secret to shepherds watching their flocks under the oriental night skies. This lesson should come the week before Christmas Sunday. It will be a preparation for that day and give it more meaning for the children.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Show pressed leaves and ask if the children think we would find the trees covered with leaves now if we should go into the country. Ask where the leaves have gone. Describe them as making warm blankets for the roots and the seeds.

Christmas hymn: (See p. 270)

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Does anyone know who sends us the sunshine and the rain? Who spreads out the snow in winter and makes the flowers grow in the springtime? Yes, it is God, our Father in heaven. He loves us very much. He loves us so much that on the first Christmas Day, long, long ago, he sent us a beautiful baby, a baby king. He sent him because he loves us so much. The baby king's name is Jesus. Review the text, "The Lord loveth a cheerful giver." (Use finger plays, pp. 5, 33, 73.)

Games: (See pp. 74 and 50)

Quiet moment: (See p. 7)

The story:

The great Father above sent a beautiful present to earth on the first Christmas Day. It was a tiny baby.

Out on the hills that night, there were shepherds taking care of their sheep. It was a warm, beautiful night in that far-away land. The stars were shini g brightly, and all the earth was still.

Suddenly the shepherds sat up and listened. They thought they heard music. Yes, they did. Up in the sky angels were singing a beautiful song

"Behold, I bring you good tidings of great joy, for unto you is born this day a savior, which is Christ, the Lord."

When the music was over the shepherds saw an angel standing near.

"What the angels sang just now is true," he said. "Go and find the new baby. He is your king."

The shepherds took their staffs, left their sheep with their friends, and went into the little town. They went up and down in the little streets, wondering where they could find the new baby.

At last they came to a little stable. They knocked at the door. Joseph, the baby's father, came to the door.

"We have heard there is a new baby here, and we have come to worship him," the shepherds said.

Joseph took them into the stable, and there was the new baby and its mother. He had no cradle and no splendid clothes, but was lying in a manger in the hay wrapped in swaddling bands.

The shepherds said, "On the hillside the angels sang to us of this baby. We have brought him a gift, one of our best lambs."

Just then, three handsome, tall, wise men came in.

"We, too, have come to see this new baby, the new king. We saw a great star in the sky to-night. We have followed it, and it stood over this place. We are sure this is the king."

They poured out their bags of treasure on the stable floor.

The wise men and the shepherds went away.

Mary, the baby's mother, thought, "Our dear baby is God's gift to us and to all men."

March to tables: (At signal from piano)

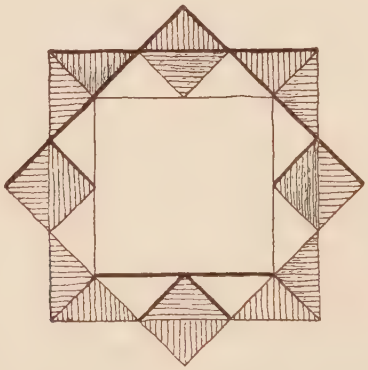
Table-work (fold star): (Sitting at tables)

(Materials used by each child are: a piece of gift paper, five by five inches; a small picture.)

Shall we make a present today? For whom would you like to make a present, Mary? Let us each make a present for someone that we love very much. Let us fold this pretty, bright paper into a star that will make us think of the beautiful star that showed the wise men where the little baby king lay.

(Direct the children in the making of a star-shaped picture frame as follows: Fold the front edge of the square to cover the back edge. Crease well and open. Turn the paper so that the center crease runs from front to back. Again fold the front edge to cover the back edge. Crease well and open. Fold the lower right-hand corner to cover the upper left-hand corner. Crease well and open. Fold the lower left-hand corner to cover the upper left-hand corner. Crease and open. Note the creases all crossing at a point

in the center of the square. Fold the upper left-hand corner to the center of the square. Crease well. In like manner fold the lower right-hand corner, the lower left- and upper right-hand corners to meet each other at the center of the square. Turn over the small square envelope that we now have. Again fold the four corners to the center in the same order as before. Again turn the paper over. We still have a square and upon it are four smaller squares with four loose corners meeting at the center. Fold back each of these corners in the proper order to cover the opposite corner of its square, first the upper



right, then the lower left, etc. Turn. Fold the front triangle forward about a quarter of an inch beyond the front edge of the square. In like manner fold the back triangle, the one on the right, and the one on the left, a quarter of an inch beyond the edges of the square. The star now has eight points. Turn the star. Fold forward to the edges of the center square each of the loose points of the white triangles. Distribute the pictures and let the children talk over the story. Have the pictures slipped into the frame. Simpler frames may be made by following the directions only as far as the small square envelope. Then turn back the loose points to the edges of the square.)

Closing Service. (See p. 239)

The Poor Woman's Pennies

SERIES III — General Thought:—Generosity
LESSON XVI — Special Thought:—Generosity toward God

Teacher's Preparation:—

Read Mark 12:41–44 and Luke 21:1–4.

This lesson should come on Christmas Sunday. It is designed to teach the duty of generosity toward God. The table-work is planned as a review of the Christmas story.

Do not use Jesus' name in telling the story of the poor woman's pennies. It would be confusing to the children because they are thinking of him as a little baby at this season, the baby born in the manger. Read Teacher's Preparation for Lesson VIII.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

(Show pressed leaves again.) Aren't these pretty leaves? On what did they grow? Did they always have these pretty colors? No, in the summer they were green. (Bring out the idea that the leaves give shade in the summer time. Recall their use in the winter.)

Christmas hymn: (See p. 79)

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Do you remember the present God sent us the first Christmas Day? Yes, he sent us the baby Jesus. Who can tell me the story? (Review the

story of the baby king.) Can we give God anything because we love him? We can bring our pennies for his house. We can be good boys and girls and try to please him. (Review text, "The Lord loveth a cheerful giver." Use finger plays, pp. 5, 33, 73.)

Game: (See pp. 74, 50)

Quiet moment: (See p. 7)

The story:

"What can I give," said a poor widow. "I have nothing. I hardly have enough to eat."

She was going up to the beautiful house of God that was built so long ago.

As she walked along and came into the great open court of the temple, she saw rich men giving gold. Some were giving silver, others copper. All had something to give.

She saw one rich man come in with his long, beautiful coat trailing after him. Behind him marched his servants, holding high a platter of gold coins. This he brought and poured into the money-box of the temple.

"What can I give?" thought the poor woman. "Why yes, I have two pennies, I had forgotten. They would buy me some nice new bread for tomorrow, but I will give them. Yes, I want to give them."

She took her two copper pennies and went up quietly to the great money-box and dropped them in, glad she had something to give.

She thought no one had seen her, but someone had. Standing near by was the Great Teacher who loved the poor, who always helped the sick. He saw her drop her pennies into the box.

He called to him one of his friends and said, "Do you see that poor woman over there?"

"Yes."

"She has just put more into the treasure-box of the house of God than anyone else."

"How can that be?" said the friend. "I have often seen this woman. If she put in two pennies, that was all she could put in."

"That was just what she did put in."

"I do not think she put in more than anyone else then. See that rich man over there? He brought so much gold he had to have someone to carry it for him."

"Do you think," said the Teacher, "he has no more gold at home?"

"Oh, yes, of course he has. I didn't mean he had given all he had."

"Well," said the Teacher, "This poor woman put in all she had, these two pennies, all her living. She has given more than anyone else here today."

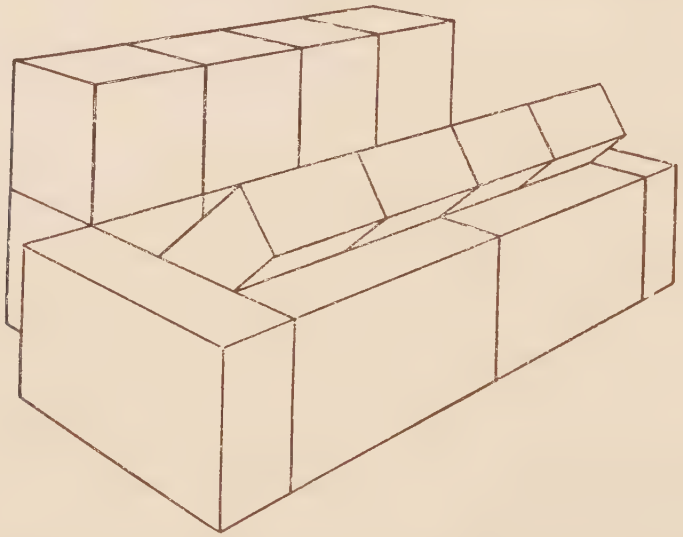
March to tables: (At signal from piano)

Table-work (build manger): (Sitting at tables)

(Materials used by each child are the Third and Fourth Gifts, see pp. 14, 52. Review the story with the children. Bring out the fact that the poor woman gave all she had.)

Last Sunday we heard about God's gift to us. Do you remember what it was? Yes, it was the baby king. Where did the shepherds and the wise men find the baby king? Yes, they found him lying in a manger. Let us build a manger today. Take a cube and place it upon one of the squares on the table. To the right of it place another cube. To the right of this another and to the right of this still another. On top of each of these cubes place another cube. We now have a little wall, four inches long and two inches high which is to be the back wall of our manger. Take a brick in the right hand and place it upon the table in a sitting position, running from front to back. Place it so that the left edge of its short, narrow face, at the back, touches the front, right edge of the lower cube at the right end of the wall. Take a brick in the left hand and place it in a similar position at the left end of the wall. Place two bricks together with their short, narrow faces touching. Let them connect the two bricks at the right and left sides of the wall so that

their long, broad, front faces are on a line with the front, narrow faces of the side bricks. Now let us make the part of the manger that holds the hay. Place the remaining four bricks diagonally across and within the oblong space formed by the four walls, so that they touch the cubes and table at one end and



lie across the top of the bricks, that form the front wall, at the other end. (Let the children represent, with the forefinger of the right hand, the baby lying in the manger. For the smaller children only the Fourth Gift need be used. Form the back wall by standing the four bricks, used to represent the slanting part of the manger, in an upright position so as to complete the oblong space formed by the other four bricks.)

Closing Service. (See p. 239)

FLIGHT INTO EGYPT

A. Lietzen-Mayer

The Flight into Egypt

SERIES IV
LESSON XVII

General Thought:—Love
Special Thought:—Love to Parents

Introduction to Series:—

Love is the theme of the fourth series. The points of contact are mothers, fathers, and children. Stories of their love, care, and kindness culminate in the story of the Lord's Prayer, which teaches the love of God, the Father, to his children.

To encourage the growth and development of love is the purpose of these lessons. By analogy children come to a knowledge of spiritual realities. Love of father and mother is a happy experience in most children's lives.

> This feeling of community, first uniting the child with mother, father, brothers, and sisters, and resting on a higher spiritual unity, ... is the very first germ, the very first beginning of all true religious spirit, of all genuine yearning for unhindered unification with the Eternal, with God.[1]

Children are bereft indeed who have no tender ties binding them to human hearts and leading them to higher and better relationships.

The stories in this group should be told in such a way as to throw into relief the love and care of mothers, fathers, and others, that the children may come to have an appreciation of sacrifices made for them and themselves be stimulated to acts of love and kindness.

Little children are very responsive to affection, but, as is sometimes the case with older people, love may come to be associated by them only with personal pleasure and comfort. Disinterested love may be taught by the stories of Abraham and Lot, and Joseph sending for his father.

[1] Froebel, *Education of Man*, p. 25.

Love is a pivotal virtue in religion. It should be large. It should be present in praise or blame. It should not merely be called forth for certain persons, but it should embrace all. It should not be a department of life, but it should be a dominating principle. "A new commandment I give unto you," said Jesus (John 13:34), "Love your enemies" (Matt. 5:44). "Thou shalt love the Lord, thy God, ... and thy neighbor as thyself" (Mark 12:30).

Teacher's Preparation:—

Read Matt. 2:13–23.

The love of mother and father is the most intimate thing a little child knows. It is well to picture the love and care of parents that he may not always accept it unthinkingly and without conscious gratitude.

Study modes of travel in the Orient that the background of your story may have the true setting.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Do you think that there are any birds out of doors now? Yes, I think there are a few. They are snowbirds. They do not mind the cold and the snow. Their feathers are fluffy and warm. Where do you think they sleep at night?

Christmas hymn: (See p. 79)

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

What gifts did you have on Christmas Day? Who do you think gave you these beautiful things? (If some child says, "Santa Claus," ask who wanted Santa to bring them. Do not try to destroy the belief in this beautiful myth. It will wear itself out all too soon.) Talk of mother's and father's love and care. How mother puts us to bed at night. How father buys us our clothes.

Bring out the fact that they both love us. Introduce the new text, "Love one another" (John 15:17). (Introduce finger plays, pp. 73, 33.)

Game: (Standing in circle)

Song: (For music, see p. 252)

Five little children,
Busy all the day
Light goes and night comes,
Sleepy now are they.

Say the pray'r softly,
Close the tired eyes;
May our Heavenly Father
Watch us till we rise.

Happy, happy children,
Fast asleep are you;
Drop the head, go to bed:
We are sleepy too.

Directions:

Verse one:

Choose five children to come into the center of the circle and walk about as if busy. Choose a child to darken the room if practicable.

Verse two:

Children in the center of the circle kneel with hands folded while they sing the little prayer, then close eyes and rest right cheek on folded hands.

Verse three:

Children forming the circle drop their heads, close eyes, and kneel in a position similar to those in center.

Quiet moment: (See p. 7)

The story:

Mary and Joseph loved their new baby very much. They were glad to think God had sent him to them. They were happy when the shepherds and wise men came to see him.

One night an angel came to Joseph. "Arise and take the young child down to Egypt. Herod, the king, wants to kill him. He has heard that

Jesus is the king God promised to send. He is afraid and will kill the baby if he can."

Joseph went quickly and told Mary what the angel had said.

"We must hurry," they said. "We cannot have anything happen to our baby."

They waited till it was night. Then Joseph saddled his little donkey and lifted Mary and the baby upon it. They started out for a long journey. All night long they traveled stopping only a little while to rest and to eat a little bread.

When daylight came they went to a little inn to wait and sleep. At night they traveled again, and every night until they reached the land of Egypt. Here they were safe.

Joseph built a little tent for Mary and the baby, Jesus, and there they lived for days and weeks in that strange country.

By and by, after a long time, an angel came to Joseph.

"Go back to your home," he said. "The wicked king is dead who wanted to kill the baby Jesus.

How happy Mary and Joseph were when they knew they could go home again.

The baby, Jesus, had grown to be quite a sturdy boy. He was two years old and could walk and talk.

They did not wait long to begin their journey. Up again over the old path they went. Even the donkey as he trotted along seemed to know that he was going home.

At last they saw the little town of Nazareth, nestling among the hills. They met their friends who called out gladly to them.

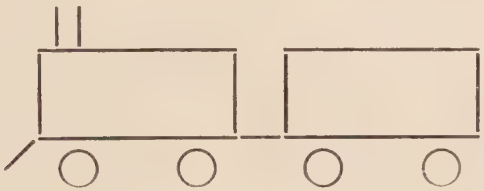
Mary held her little boy tight in her arms and gave him a gentle hug. "God is good to us," she said. "He has brought us safely home again."

March to tables: (At signal from piano)

Table-work (lay train with sticks): (Sitting at tables)

(The materials used by each child are: four five-inch sticks; four two-inch sticks; four one-inch sticks; four one-inch iron rings.)

In our story today Joseph and Mary fled with the little baby, Jesus, into Egypt. Upon what did Mary ride? (Show picture, p. 94.) Yes, she rode on a donkey. If mother and father should take us upon a long journey, how would we go? Yes, we would go in the train. Shall we make some cars with our sticks? (Take one of the longest sticks and place it on a line on the table, running from right to left. Place another long stick two inches in front of it and running parallel to it. Connect these two sticks on the right and on the left ends by two-inch sticks running from front to back.) Now



we have made a car but our car needs wheels, does it not? See if you can find something at the back of your table that looks like a wheel. Yes, the iron ring. Let us place the iron rings under our car at the front and back ends, inside of the little squares which touch the left and right ends of the lower five-inch stick. To the right of the car let us make another car just like this one. Place it one inch away and be sure that its sides are exactly parallel to those of the first car. Connect the two by placing a one-inch stick between them on a line with the bottom of the cars. When we have more than one car we call it a train. (A locomotive may be made by using two short, parallel sticks for the smoke-stack and one for the pilot, or cowcatcher. If the teacher prefers she may direct the children to tear a donkey free-hand and have it mounted upon a gray card.)

Closing Service. (See p. 239)

From photograph

THE FOUNTAIN AT NAZARETH

Jesus Taken to God's House

SERIES IV
LESSON XVIII

GENERAL THOUGHT:—LOVE
SPECIAL THOUGHT:—LOVE OF PARENTS

Teacher's Preparation:—

Read Luke 2:39–50.

Read Farrar's *Life of Christ*, pp. 31–33. See also Introduction to Series V, p. 125.

This lesson has the same purpose as the last lesson (see pp. 95, 96). The three connected stories of Jesus' early life, his birth, the flight, and his boyhood will be interesting to the children because they have the nature of a continued story. The incidents should be often reviewed until each child knows well the story of Jesus' babyhood and childhood. The materials in the Bible are very meager and the teacher should study hard to amplify legitimately and enlarge the story so that the child Jesus seems real to the children. The children may again represent houses and homes as in Series II.

Greetings:— (See p. 233)

Beauty Praise Service:— (See p. 237)

A bit of nature:

Do you know where the snowbirds sleep at night? Yes, I think they like to cuddle down on the branches of a little evergreen tree. Do you think they like to eat the seeds in the evergreen cones? Who takes care of the snowbirds? Who knows all about them? Yes, God.

Christmas hymn: (See p. 79)

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Did father ever take you anywhere, John? Where did he take you? (Draw the children out. Get them to tell of visits and journeys on which their mothers and fathers have taken them.) Did you ever go to church with mother and father? Tell me about it. Whose house is the church. The church is God's house. Let us make a church with our hands. When you are older you will want to go to church every Sunday with mother and father. (Use finger plays, pp. 73, 33.)

Game: (See p. 97)

Quiet moment: (See p. 7)

The story:

In his home at Nazareth Jesus grew strong and tall. His father and mother loved him, of course, but everyone else loved him, too. Best of all he pleased God, and God loved him.

Every day he went to school in the little synagogue, a little church school. He learned all about his people—how good God had been to them, and how much God expected of them.

He learned his lessons well, and when school was over he ran out to play with other boys and girls.

Often he helped his mother fill the water jars at the little spring. Then together they would carry them home on their heads. Mary was very proud of her good, strong boy.

One day Joseph said to him, "My boy, next month we are going up to the great feast at Jerusalem. You are twelve years old now and you are a man, the law says. You must go to the beautiful temple and worship for yourself. Every day I will teach you and help you to learn all you should know before you go. I must see if you remember all the things you learned at school. Come to me every day at the sunrise hour and I will help you all I can"

Jesus' mother was very busy, too. She was getting his clothes ready. She made him a beautiful outer coat just like his father's. She spun the wool and wove the cloth and made it soft and fine. She washed his long undercoat and made it sweet and clean in the sun. "You must be clean and pure every whit when you appear in God's beautiful house," she said.

Jesus was very happy. He could hardly wait for the time to come. Every night when he went to bed he thought and dreamed of the wonderful city and the great temple.

By and by all was ready and the day came for them to start. Many of their neighbors were going. There was a large company. They had a very happy time as they trooped out of the little city, and down across the hills into the valley.

There were hundreds of beautiful flowers smiling everywhere in the grass. The birds twittered and fluttered in and out among the stalks of grain.

As they journeyed on they all sang and talked.

At last the beautiful city of Jerusalem shone out before them. They began to shout and sing: "I was glad when they said unto me, 'Let us go unto the house of the Lord.' "

Jesus kept very close to his mother and father as they all marched singing into the "city of their God."

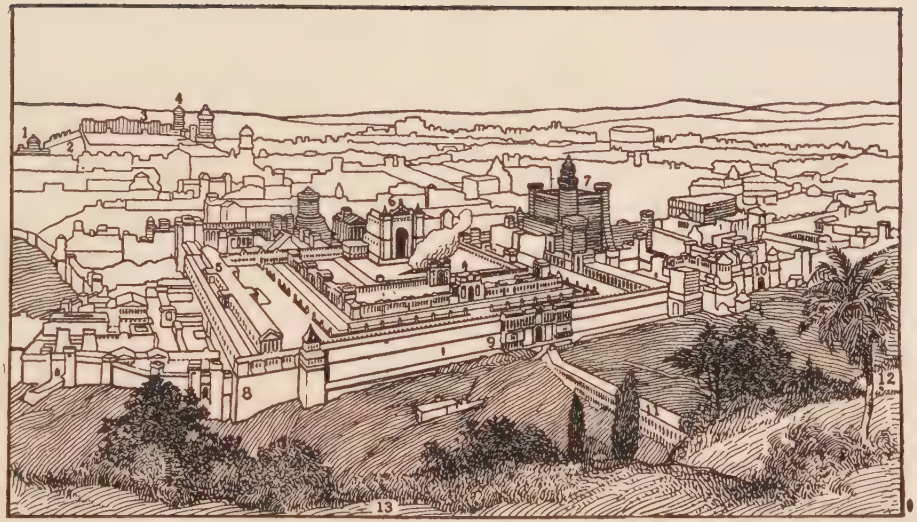
March to tables: (At signal from piano)

Table-work (build temple): (Sitting at tables)

(Materials used by each child are: Third and Fourth Gifts. See pp. 14, 52.)

Several Sundays ago we built a house for God with our blocks. What did we call it? Yes, we called it a church. When Jesus was a little boy God's house was called a temple. It did not look like the churches we have today. (Show the children a picture of a temple. Explain the different parts, the court, the holy place, etc.) Let us build a temple with our blocks.

Take a brick and place it in a sitting position, running from left to right



From a Drawing copyrighted 1905 by the Bible Study Publishing Company *By Selous*

JERUSALEM IN THE TIME OF CHRIST

EXPLANATION.—1. Tomb of David and "Upper Chamber." 2. Palace of Caiaphas. 3. Palace of Herod. 4. Tower of Hippicus. 5. Herod's Royal Porch. 6. The Temple 7. The Castle of Antonia. 8. Southeast Corner of Wall. 9. The Gate Shushan. 10. The Sheep Gate 11. Bridge over the Brook Kidron. 12. Gethsemane. 13. Western Slope of Olivet.

on a line well toward the back of the table. Place a cube touching the brick at the right, so that its face at the back is on a line with the back face of the brick. In like manner place another cube touching the brick at the left side. With the right hand take a cube and place it so that its back edge at the left touches the front edge at the right of the cube first placed. With the left hand take a cube and place it in a corresponding position to touch the cube at the left of the br'ck. Take a brick in the right hand and place it in front of the cube on the right side. Place it in a sitting position running from front to back. Let the right faces of the cube and brick be on a line with each other. In like manner, with the left hand, place a brick on the left side. In front of each of these bricks place cubes with their outside faces on a line with the outside faces of the bricks. Place a cube so that its back, right edge touches the front, left edge of the cube last placed on the right. On the left side place a cube in a corresponding position. Connect the cubes with a brick running from left to right. Be sure that the outside face is on a line with the front faces of the cubes. We will call this the temple court. Inside of it we will build the holy place. Take a brick and place it in a sitting position about an inch in front of the back brick of the court and parallel to it. In front of it place another brick running from front to back, so that its right-hand, broad face is on a line with the short face of the first brick. Touching the first brick at the left, place a brick running from front to back, so that its short face at the back is on a line with the long face at the back of the first brick. Connect these bricks by a brick whose long face will be on a line with the short face of the brick at the right. Cover the holy place with a piece of cardboard two by two inches. (See cut in Lesson XLI, p. 223. The plan is similar to this one.)

Closing Service. (See p. 239)

Abraham and Lot

SERIES IV
LESSON XIX

General Thought:—Love
Special Thought:—Love of Relatives

Teacher's Preparation:—

Read Gen. 13:5–18.

There is an opportunity in this lesson to talk again of sheep and shepherds. Show pictures and models of oriental sheepfolds, wells, etc. See note on p. 11. The kindness of Abraham to Lot should be clearly brought out and the fact that it followed because he loved Lot. Lot's selfish acceptance need not be noted, as that is not part of the present purpose.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Show the branch of a tree. Let the children tell what they can see on it. Let them talk of the buds. Let them see the scars left by the leaves that have fallen. Let them represent with their fingers and arms the way the leaves fell in the fall. Ask them who makes the trees grow.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

I once knew a little girl who lived with her aunty. She had no mamma. Do you think she loved her aunty? Yes, she did very much. What do you think she called her aunty? Can you think? She called her mamma. Her aunty loved her as if she were her own little girl. She put her to bed at night; heard her say her prayers; made her nice warm dresses. She said.

"You are my own dear little girl and I love you." (Have the text repeated, "Love one another." Use finger play, p. 5.)

Game: (See p. 97)

Quiet moment: (See p. 7)

The story:

Abraham and Lot had taken a long journey together. They had brought all their flocks of sheep and goats, tents, and servants, and were living in a strange, new country. Abraham and Lot loved each other very much. Abraham was Lot's uncle, but he was just like a father to Lot.

When they had lived a long time in their new home, they found that their servants were quarreling at the wells of water. There were so many sheep and cattle it took a long time for them to drink. Neither Lot's servants nor Abraham's servants wanted to wait. Everyone wanted to be first and so they quarreled.

At last Abraham called Lot. "Do you know that our servants are quarreling over the wells? There are not enough for your cattle and mine. This land is very large. Why should we not divide it? We must not quarrel," said Abraham.

"Very well," said Lot. "I think that would be better."

They climbed to the top of a little hill where they could see all the country around.

"Now," said Abraham, "you see there is plenty of land for us both."

"Yes, there is plenty," said Lot.

"You are my brother's son, Lot, and I love you as if you were my own boy. God promised me this land long ago. He led me to it and now it is mine. It is a beautiful, green country, and there is so much good, green grass for our cattle, we surely can agree. We must not let our men quarrel either," said Abraham.

"Now, Lot, that country to the north has better grass, perhaps, but this

to the south is not near that wicked city of Sodom. I would like to give you that better piece, but I don't like you to be so near that city."

"Oh, I don't mind that," said Lot. "I shall be all right."

"Well," said Abraham, "you may choose which you would rather have, and I will take what is left."

Lot chose the better piece, the one near Sodom.

Abraham said, "May God bless and keep you, my son."

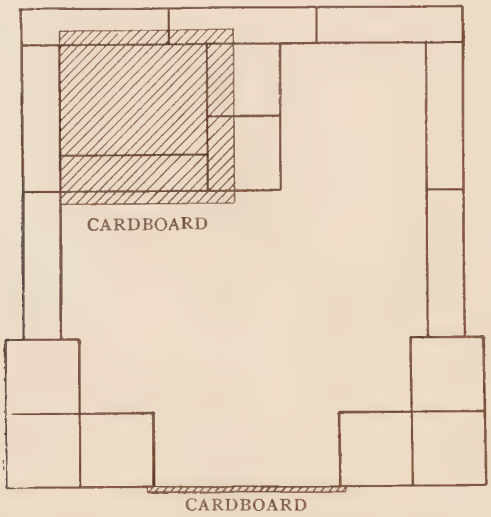
March to tables: (At signal from piano)

Table-work (represent on sand table): (Sitting at tables)

(Materials used are: the sand table; two Third and two Fourth Gifts [see pp. 14, 52]; manila paper, three by six inches for each child; one red and one blue two-inch stick. Let the children stand around the sand table.)

Let us pretend that this is the land where Abraham and Lot lived. It was a very beautiful country with hills and valleys. Let us make hills and valleys in the sand. (The teacher should indicate where the hills and valleys are to be. Have one hill in the center.) In this beautiful valley Abraham and Lot had their tents. Shall we make some tents? (Give each child a piece of paper. Direct the children to hold the paper with the long edges running from front to back.) Fold the front edge to cover the back. Crease. Open and hold with the crease running from front to back. Fold the right corner at the back over to the center crease so that the back edge from the center touches the center crease. Fold over the left corner in the same way to meet the right corner at the center crease. The tents the boys have made we will call Lot's tents. The girl's tents we will call Abraham's. Let us place Abraham's tents here and Lot's there. Let us make Abraham's and Lot's sheepfolds. We will make Abraham's first and build it here near his tents. (Distribute among the children the blocks of one Third and one Fourth Gift, and two two-by-two-inch pieces of cardboard. If possible let each child have one piece of each gift. In giving the dictation call each child by name. Have him come to the side of the teacher and place his block as

she directs. Have the folds built according to the plan shown in the cut below. Distribute the blocks of the other two gifts and build Lot's sheepfold in the same way, near his tents.



Give to one child the red stick to represent Abraham and to another give the blue stick to represent Lot. Direct them to stand the sticks on the hill in the center of the valley. Let the children take turns in acting out the story. If desired they may make wells in the sand and use one-inch sticks for sheep.

If the school has no sand table the story may be represented in the same way on the tables or floor. For very small children the tents folded and mounted may be sufficient.)

Closing Service. (See p. 239)

Schopin

JOSEPH MEETING HIS FATHER

Joseph Sends for His Father

SERIES IV
LESSON XX

GENERAL THOUGHT:—LOVE
SPECIAL THOUGHT:—LOVE OF SONS

Teacher's Preparation:—

Read Gen. 45:3—46:7.

Read as much of the biblical account of Joseph's life, other than the passages cited, as you have time for. Learn if you can by consulting a Bible dictionary or commentary what Joseph's position in Egypt meant as to power, influence, and wealth. With these thoughts in mind draw the picture of the boy, though grown to be a man, rich, powerful, and wise, who never forgot his old father.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Show the branch of a tree again. Ask the children what they think is wrapped up in the buds. Ask them what will happen to the buds when the sun gets warm and the summer comes back again. Show them the wrappings of the buds. Ask who wrapped them up so safe and warm.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Do you love mother, Mary? Do you love father, too? What do you do to help mother, Mary? Do you sometimes wipe the dishes or dust? Perhaps you help mother sew? John, how do you help father? Do you run errands for him? Get his hat or paper for him when he is tired? (Draw the children

out by questions. Encourage them to talk freely.) When you are a man, John, what will you do for father then? Let us repeat our text, "Love one another." (Introduce the new finger play in an appropriate way.)

Song: (For music, see p. 249)

Little birds sleep sweetly
In their soft, round nest,
Crouching in the cover
Of their mother's breasts;
Little lambs lie quiet,
All the summer night,
With their loving mothers,
Warm, and soft, and white.

But more sweet and quiet
Lie our little heads,
With our own dear mothers
Sitting by our beds;
And their soft, sweet voices
Sing our hushabies,
While the room grows darker
As we shut our eyes.

And we play at evening
Round our father's knees;
Birds are not so merry
Singing on the trees;
Lambs are not so happy,
'Mid the meadow flowers;
They have play and pleasure,
But not love like ours.

Motions:

Lines one to four:

Place the tips of all the fingers and the thumb of the left hand together to form a nest. From below, insert the tips of the fingers of the right hand covered by the right thumb.

Lines five to eight:

Place both of the fists on the lap with backs up. Press them close together.

Stanza two:

Rest head on left hand. Bring back of right hand close against left cheek and hand. Close eyes on last line.

Stanza three:

For lines one and two scamper the fingers back and forth on the lap. Clasp the hands on the lap and sing the remaining lines.

Games: (See pp. 97, 74)

Quiet moment: (See p. 7)

The story:

Once there was a boy who had been away from home a long, long time. He did not go away from home because he wanted to, but because some wicked men took him away.

He was very lonely in the strange land where he had to live. Often he cried as he thought of his father at home.

He remembered how good he had always been to him. He thought of the good times he had had playing with his little brother. He thought of his ten older brothers who had not always been kind to him, but he loved them, too. He often used to think of the beautiful coat his father gave him when he was a little fellow. Often he cried when he thought of his home and his father's tents on the hillside with the sheep and goats feeding near.

A long, long time he stayed in this strange land. Sometimes people were very good to him, but not always. Once they put him into prison, although he had not done anything wrong.

He was a good boy always, and by and by the king of that strange country said, "You must come and live with me in my palace. I will make you a great man."

So Joseph went to live with the king. He had many things to oversee. Men came to him for orders. Every time they came before him they bowed down and said, "O Mighty one, live forever!"

Joseph was a great man, next to the king himself, but he always remembered his people, and often he thought of his old father.

One day he went to the great king and said, "O king, live forever! May I find favor in thy sight to grant me a request?"

"Speak on, O Joseph," said the king. "I will do for you anything that you may ask, even to giving you half of my kingdom."

Then Joseph with tears in his eyes told the king about his old father living so far away from him.

"Grant, O king, that I may bring him here to live near me."

The king gave Joseph wagons and camels and horses to send up and bring his father and all his family down into the land to live with him.

Can you think how happy Joseph and his father must have been?

March to table: (At signal from piano)

Table-work (*build wagon*): (Sitting at tables)

(Materials used for each child are the Third and Fourth Gifts placed at the backs of the tables.)

Place a brick in a sitting position running from left to right. Touching it at its right end, place another brick in a similar position. In like manner place a brick touching it at the left. Three inches in front of these three bricks and parallel to them place three other bricks. These form the two long sides of the wagon. Connect the sides at the right end by a brick placed in a sitting position and running from front to back. Connect the long sides of the wagon at the left end by placing two cubes together so that their faces on the left are on a line with the faces at the left ends of the bricks. On top of these two place two other cubes and above these two more. This makes the high back for the throne seat for Joseph's father. Make the seat by placing two cubes together, touching the right faces of the cubes first placed. Lay a brick in front of these for a footrest. Let us make a canopy for the throne seat by laying a piece of cardboard (2×2) on top of the cubes and extending over the seat.

Closing Service. (See p. 239)

The Mother Eagle

SERIES IV
LESSON XXI

General Thought:—Love
Special Thought:—Love of Parents

Teacher's Preparation:—

Read Deut. 32:11.

Study the habits of eagles in some good natural history. Enlarge upon the story as much as you can by adding to the details. This will make it more interesting and vivid. The love and care of parents is still the theme.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

(Bring a feather to show the children.) Where do you suppose this came from? Yes, it grew on a bird once. Let us see how many fine little parts it has. Tell me of some birds you have seen that have pretty feathers.

Preparatory talk and play: (Sitting in circle)

Has anyone a baby at home? How old is your baby, Nellie? Can your baby walk yet? Does mother ever let you take care of her? How did your baby learn to walk? (Draw from the children how the baby was cared for and watched over and trained till it was able to walk alone.) Do baby birds have to learn to fly? (Repeat the text, "Love one another." Use finger plays, pp. 114, 73.)

Game: (See p. 97)

Quiet moment: (See p. 7)

The story:

Once upon a time two great eagles lived on the top of a high mountain. They chose this place because from it they could see the waters of a splendid lake. They were safe, too, up there in their high home, and could find plenty to eat.

Very soon after they chose this nice spot they started to build their nest. It was a very big one. They brought twigs and dried grass and mosses and made it very high and wide.

They were proud of their home when it was all done, and would fly on their huge wings and look at it from up in the sky. They cried, "Cac! cac! cac! Isn't our nest beautiful?"

Very soon after this the mother eagle laid two big, rough, dull-white eggs in the nest. Sometimes she kept them warm with her feathery breast, and sometimes the father bird sat upon them.

By and by the eggs were hatched. Two such big bird babies and such hungry mouths! You should have seen them. It took the father eagle most of his time flying back and forth with things for them to eat. Sometimes it was a fish; sometimes, a little field mouse. Whatever he could find he brought.

When the father eagle was very tired flying back and forth, he stayed and watched the babies while the mother bird stretched her wings and flew about. She never forgot to bring home goodies for the dear babies, either, when she came.

Very, very soon the babies were quite big and strong.

"Now you must learn to fly," said mother eagle.

"We're afraid! We're afraid!" the babies cacked. Mother bird said no more. She just stepped in between them, stirred up the nest, and sent them fluttering down through the air. They were frightened, very frightened. Before they had fallen far, though, she swooped down and spread her great wings under them and brought them back safely to the nest on her broad wings.

Day after day she taught them until they were no longer afraid and could fly as well as she and their father could.

March to tables: (At signal from piano)

Table-work (represent eagles): (Sitting at tables)

(The material used by each child is a violet ball of First Gift. See p. 9.)

Hold your balls by their strings and we will pretend that they are eagles. What do eagles do, Mary? Yes, they fly. Let us make our eagles fly to the north and to the south, to the east and to the west, away up in the air and away down on the ground. (Let the children swing the balls gently from front to back, from right to left. Let them stand in their places and hold their right arms as high as they can reach, then lower them so that the balls touch the floor back of the tables. Ask them to be seated.)

Let us make nests for our eagles. Place the sides of the hands together and curve the fingers to form a nest with the ball inside.

All place your balls at the back of the table and fold your hands. The children whose balls I choose to be birds will hold their balls by the string, and make them do as we say. Harry, your ball may be father eagle. Bessie, your ball may be mother eagle. My lap is the high mountain and this big circle made by my arms is the nest. Father and mother eagle must fly about the room to find moss and grass to line the nest. Now, Bessie, bring the mother eagle and place her inside of the nest. Let her sit there while the father eagle flies about to hunt for food for mother eagle. (Harry should hold his ball by the string and move his arms up and down with a flying motion as he runs about the room on tip-toe.) Lilly and James bring your balls and place them in the nest under mother eagle. They are her two baby eagles. Make them call, "Cac, cac, cac." Harry, father eagle must come now very often with food for the babies. Bessie, it is time for you to tell the baby birds that they must learn to fly. Lilly and James, make the baby birds cry, "Cac, cac, cac, we are afraid." Bessie may now make her ball

push out the other two balls, which Lilly and James still hold by the strings. Look! Mother eagle is stirring up her nest and the baby eagles are flying down from the nest, Oh! so frightened. Bessie, you must bring your own ball and Lilly's and James's, all back to the nest. See! Mother eagle is flying after them and bringing them back safe to the nest. (Let other four children be chosen to act out the story in this way with their balls.)

Closing Service. (See p. 239)

The Lord's Prayer

SERIES IV
LESSON XXII

General Thought:—Love
Special Thought:—Love of God

Teacher's Preparation:–

Read Matt. 6:5–15 and Luke 11:1–5.

This story turns the thought from the love of parents to the love of the heavenly Father. It reviews the stories of the Great Teacher and his friends already used. (See Lessons VIII and XVI.) The practice of saying prayers at night can be made one point of contact and beautiful objects in nature another. Enlarge at some length in the story upon the beautiful things in nature that Jesus loved, the lilies, the sparrows, the grass, the wheat, etc., coupled with the thought, "My Father careth for them." Children should early learn to associate beauty in nature with a loving heavenly Father. The making of a beauty form is planned as the work of the day. It is not meant so much to illustrate the thought of the day as to stimulate a feeling of pleasure because of its beauty. This pleasure will associate itself with the story and dimly with its abstract teaching.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Do you remember the feather I showed you last Sunday? Do you know why it is good for birds to have feathers? Yes, they keep the birds warm. They help the birds to fly. The mother bird's feathers keep the tiny, baby birds warm before they have any feathers of their own. Who gave the birds their feathers?

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Who taught you to say your prayers at night? To whom do you talk when you pray? (Recall the stories of the Great Teacher and his friends. Repeat the text, "Love one another." Use finger plays, pp. 114, 73.)

Games: (See pp. 97, 74, 50)

Quiet moment: (See p. 7)

The story:

The Great Teacher had twelve very dear friends. They went everywhere with him.

Sometimes they went to the great, beautiful house of God, all shining with gold and white marble. You remember the poor woman they saw there once?

Sometimes they were invited to parties. You remember when they went to the wedding party, and the Teacher made the water into wine.

Sometimes they traveled in the country for days, and the Great Teacher showed them the birds and the flowers.

Once when they were in a city, all the children crowded around the Great Teacher. His face was so beautiful the children loved him, and wanted him to talk to them.

Often he talked to the grown-up people about remembering the Father in heaven. He told them many splendid stories, too. His stories have never been forgotten, and when you are big enough to read you will find them all in an old, old book.

One day the Great Teacher and his friends had been walking in a city. Many people crowded around them to listen. After a while the Teacher walked out of the city into the fields. Everyone wanted so much to hear him talk that they followed him for a long way.

By and by he sat down upon a grassy hill and talked to them until it was time for them to go home.

When all had gone the Teacher was very tired. His friends saw him go a little farther up the hill and saw him praying. He was talking to his Father in heaven.

His friends went to him. "Teach us how to pray as you do," they said.

"When you pray," he said, "just ask the Father for the things you want. The Father loves you."

The Great Teacher taught them this prayer:

Our Father who art in heaven,
Hallowed be thy name.
Thy kingdom come.
Thy will be done
On earth as it is in heaven.
Give us this day our daily bread,
And forgive us our debts,
As we forgive our debtors.
Lead us not into temptation,
But deliver us from evil,
For thine is the Kingdom,
The power, and the glory,
Forever and ever. Amen.

Let us say it. You may say it after me.

March to tables: (At signal from piano)

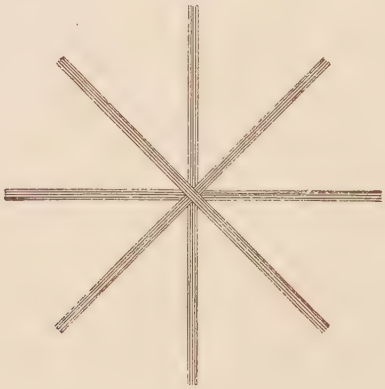
Table-work (paste beauty form) (Sitting at tables)

(The materials used by each child are; four gummed, paper strips, five inches long. The strips may be all of one color or two shades of one color. Their centers should be marked by a crease. These are to be mounted on a gray card. Keep the thought that because God loves us he has made so many beautiful things in the world, prominent throughout the work.)

When the Great Teacher talked with his friends he told them of many beautiful things and taught them to notice and to love the beautiful things about them. In the daytime he told them of the sunshine, grass, and flowers

and at night-time about the moon and the stars. Let the children name things which they think beautiful which the Father in heaven has made.

Let us make something beautiful. Take a strip. Dampen it at the center and lay it so that it runs from front to back on the center of the mounting card. Lift up the end at the back, dampen and press it down again. Lift up the front end and do the same. In the same way, running from right to left, lay a strip of the same shade across this one and at right angles to it.



Be sure that the strips cross each other at the center. Place another strip of a lighter shade diagonally across these, at the center, from left to right. Place the remaining strip across all at the center and running diagonally from right to left. (Some of the children may have learned that snow crystals have just such beautiful forms as this. Draw this fact from them. Let the children tell of any beautiful things they have seen or heard. Let them in turn point to something beautiful in the room.)

Let us repeat together the beautiful prayer which the Great Teacher taught to his friends.

Closing Service. (See p. 239)

Brave Gideon

SERIES V
LESSON XXIII

GENERAL THOUGHT:—COURAGE
SPECIAL THOUGHT:—COURAGE TOWARD COUNTRY

Introduction to Series:—

The anniversaries of Washington's and Lincoln's birthdays suggest courage as the theme for this set of lessons. Heroism in relation to one's country is the topic of the first two lessons. Courage toward God, the heavenly Father, is illustrated in the last two.

All children have had some experience of courage. Sometimes formless shadows haunt their fancy. Often the newness of life makes adjustments to circumstances difficult. To overcome these fears and to meet these duties calls forth courage.

The hero stories of the Old Testament fascinate children, stir their imaginations, and quicken their wills. It is a beautiful thought that these are some of the stories that Jesus learned as a boy. In his little home at Nazareth among the hills they were taught him and in the synagogue school he conned them over and over as he sat cross-legged upon the floor with the other boys of his village.[1] They entered largely into his thought and helped in the formation of his character.

The narrative of the Bible is fairly saturated with the moral spirit; the moral issue is everywhere in the forefront. Duty, guilt and its punishment, the conflict of conscience with inclination, are the leading themes. The Hebrew people seem to have been endowed with what may be called a "moral genius" and especially did they emphasize the filial and fraternal duties to an extent hardly equaled elsewhere. Now it is precisely these duties that must be impressed on young children, and hence the biblical stories present us with the

[1] Read Seidel, *In the Times of Jesus*, pp. 124–26, 172; Edersheim, *Life and Times of Jesus*, pp. 227 ff.

very material we require. They cannot in this respect be replaced; there is no other literature in the world that offers what is equal to them in value for the particular object we have in view.[1]

The beauty of courage in the time of danger or difficulty, and the certainty of reward, though apparently impossible, for duty performed will be the truths impressed by these stories. Admiration for the hero and joy at his just reward are wholesome feelings for little children and create a desire in them to be heroes and to reap a hero's reward.

Teacher's Preparation:—

Read Judg. 6:1–4, 11–16 and 7:16–23.

Have the story well in mind. The incidents are striking and dramatic. Gideon is afraid and in hiding. He is called to lead his countrymen out to battle. The enemy are great in numbers. Gideon chooses only a picked few to go against them. The enemy feel secure in their position and numbers. They are surprised in their sleep and driven out of the land. The courage of Gideon and his band should be clearly depicted. If the story seems difficult for the children it may be presented as three (word) pictures which should be well worked out beforehand; Gideon hiding, Gideon leading the attack with horn, torch, and pitcher, Gideon pursuing. The story may be further simplified and illumined by having each part acted out as a game. The details will readily suggest themselves to the teacher.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

This morning when I got up my window was covered with something white. What do you think it was? Yes, it was frost. Have you ever seen a window with frost on it? Tell me what the frost looked like. Do you like to get out of bed on cold mornings? (It takes courage.)

[1] Adler, *Moral Instruction of Children.* p. 109.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Did you ever play soldier? It is great fun. Did father ever tell you a story about a soldier? Ask him to tell you about George Washington. When George was a little boy he loved to play soldier. He would get all his boy friends and stand them in a row. He always liked to be captain. He would call to his soldiers, "Forward, march! Halt! Column right, face!" The boys liked to have him for their captain. Was George Washington a brave man? (Use finger plays, pp. 73, 114.)

Game: (Standing in circle)

Song: (For music, see p. 251)

Soldier boy, soldier boy, where are you going,
Bearing so proudly the red, white, and blue?
I'm going where my country to duty is calling;
If you'll be a soldier boy you may go too.

Directions:

Choose one child to be the soldier boy. Give him a flag. Let him begin to march across the circle while the children sing the question, "Soldier boy, soldier boy, etc." The child may sing the answer and the children follow in a march about the room while all sing the song a second time and return to their places in the circle. If she wishes the teacher may give a flag to each child as he passes her to join the line of march.

Quiet moment: (See p. 7)

The story:

Once there was a man named Gideon. He was hiding because he was afraid.

"Gideon, Gideon!" said a voice.

Gideon peeped out of his hiding-place and saw an angel standing near.

"Why are you afraid, and why do you hide? God has sent me to tell you to go and fight these wicked men that you are hiding from. He will be with you."

Gideon came out of his hiding-place. He called together the men of his nation, all the fighting men. He looked at them and said there were too many. Some were glad to go back home. Gideon asked only three hundred to stay. When the three hundred were all together Gideon told them his plan.

"Down there in the lowlands are the tents of our enemies. Tonight, when it is pitch dark, we will go down and drive them away. Listen closely to me. I want every man to have a pitcher, a lighted torch, and a trumpet. The torches you are to hide in the pitchers so nobody can see them. We will creep down and stand all around the tents. When I blow my trumpet, break your pitchers, flare your torches, and blow your trumpets all at once."

Dark night came on. Every man had his pitcher and a flaming torch in it. Every man had his trumpet.

Silently and softly they crept down into the valley. Around the tents they crept. All was still and dark. The enemy were asleep. One moment they stood. Then Gideon blew a great blast upon his trumpet. Smashed were the pitchers! Out flared all the lights at once. Blare! Blare! went the trumpets, a great crash of sound.

The sleepers awoke terrified. They ran here and there. They did not know what to do. They ran over each other. They fought each other running and fighting all the way.

Gideon and his brave three hundred followed them fighting, and drove them on, far out and away from their country.

March to tables: (At signal from piano)

Table-work (*sew pitcher*): (Sitting at tables)

(Materials used by each child are: cardboard with pricked outline of pitcher; a needle threaded with silkateen; gray mounting card; paste. Clay may be used instead for modeling pitchers and torches.)

What was Gideon doing when he heard a voice? Yes, he was hiding because he was afraid. What did the voice tell him to do? It told him to fight those men of whom he had been afraid and not to be afraid any more for

God would be with him. What did Gideon tell his men to do when he had gathered them together? Make motions with the hands as if blowing trumpets and breaking pitchers.

Hold the pricked card to the light and see what you can see. Begin at

the base of the pitcher and sew the outline. Go back and fill up the gates. Begin at the lower end of the handle where it joins the pitcher. Sew the outline and fill up the gates. Mount on the gray mounting cards. (Instead of sewing the holes may be connected by lines drawn with crayon or pencil.) Repeat the new text, "Be strong in the Lord" (Eph. 6:10).

Closing Service. (See p. 239)

Courtesy of American Tissot Society

Copyright by De Brunoff, 1904

DAVID SLINGS THE STONE

David and the Giant

SERIES V — General Thought:—Courage
LESSON XXIV — Special Thought:—Courage toward Country

Teacher's Preparation:—

Read I Sam., chap. 17.

In telling the story enlarge upon David's youth, his simple equipment, his size. Tell how anxious he was to help his country. How willing he was to do all he could. How much he did do though a very young boy. The giant should be simply the object that called forth David's courage. Care should be taken not to arouse feelings of vindictiveness and cruelty. Keep the thought of courage prominent.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

How many of you have been sliding this winter? On what do you like best to slide? Yes, the snow is good but the ice is better. It is so hard and slippery. What happens to the water in the ponds and rivers when the weather is very cold? Who sends the ice and snow?

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Did father tell you about George Washington this week? He was not afraid to tell the truth. Do you think he was a brave boy? By and by he rode a horse and carried a gun. When he grew to be a man he went out to fight the Indians. We all love George Washington because he was not afraid to fight for his country. Repeat the text, "Be strong in the Lord." Do you

think George Washington used to slide in the winter-time? I know some pretty verses about the winter-time. Would you like to learn them?

Poem:

To their hives for the winter the bumble bees crawl,
And into their hill march the ants, one and all.
The brown caterpillars have hidden their heads,
And spun some cocoons for their snug little beds;
The squirrels have gone to their hole in the tree.
Each bird's nest is empty—no birds do we see!
The fairies have flown for the winter, I know,
There isn't a person who knows where they go![1]

Motions:

Line 1:

Rest the tips of the fingers, slightly curved, and the thumb of the left hand upon the lap. Creep with the right hand until the fingers rest under the palm of the left.

Line two:

Same as line one, with hands reversed.

Line three:

Tighten the left hand into a fist with the thumb inside for a caterpillar.

Line four:

Same as line three, but with the right hand.

Line five:

Form a ring with the first finger and thumb of the right hand. From the back place the thumb of the left hand in the ring to represent the squirrel.

Line six:

Make a nest with hands hollowed and held slightly overlapping each other.

Lines seven and eight:

Flutter the fingers of both hands and finally let them disappear behind the back.

[1] Maud Burnham, *Rhymes for Little Hands*. Copyrighted, 1908, by Milton Bradley Co. Used by permission.

Games: (See p. 127)

Quiet moment: (See p. 7)

The story:

Do you remember the story of the shepherd boy, David? Do you remember how he killed the lion that tried to steal one of his lambs? Would you like to hear how David killed a giant? I will tell you.

Every day David took his sheep out to the green meadows and watched them. David's big brothers were all away from home. They had gone away to be soldiers and to fight.

One day David's father said to him, "David, I would like you to go and see your brothers."

"All right, father, I will be glad to go."

"I want you to take them some good things to eat, and to see if they are all right."

The next day very early David started out. He took his shepherd's staff, his sling, and his bag of stones. He took, too, a sack of bread and dates for his brothers.

He had a long journey before him. Sometimes he spent the night in a little inn on the way. Sometimes he wrapped his shepherd's cloak about him, and lay down under the stars. (Recall the story of the shepherd's psalm. Let the children repeat the first two lines of it at this point.)

By and by, David came in sight of the army. He saw the glittering shields and the sharp-pointed spears. He asked all kinds of questions of everyone he met. He was very much excited. Men told him that there was a great giant that had come to fight them and everyone was afraid.

"I will fight him," said David. "I am not afraid. God will be with me."

"You are too young," they said.

"No, let me go, I am not afraid."

On came the great giant, clattering his spear and jangling his sword. He was very angry when he saw David. He rushed at him.

David took a little stone from his bag, and fitted it into his sling. He ran forward, hurling the stone as he ran. Right in the forehead it struck the giant, and he fell forward upon his face. David rushed to him, Drew out the giant's great sword, and cut off his head.

March to tables: (At signal from piano)

Table-work (fold soldier's cap): (Sitting at tables)

(The materials used by each child are: a piece of manila paper, six by nine inches; a gray mounting card; paste.)

David was brave and fought the giant to save his country. Have you heard of anyone who was very brave and is called the father of his country? Yes, George Washington was a great soldier. Very little boys and girls can be soldiers.

Let us make a soldier's cap. Place the paper on your table with its long edges running from front to back. Fold the front edge to cover the back edge. Crease. Turn so that the long edges run from front to back. Again fold the front edge to cover the back edge. Crease and open. Turn so that the long edges run from left to right and the folded edge is at the back. Fold the right-hand corner at the back over to the center crease. Crease well. Fold over the left corner at the back to meet it. Crease well. Fold back the upper loose edge at the front. Turn the paper over and fold back the other loose edge. Crease well. Mount the cap on the center of the gray mounting card.

Do all soldiers wear caps, children? No, there are some brave, true soldiers who never wear a soldier's cap. Do you know some boys and girls who are brave? Tell what they did that was brave.

Closing Service. (See p. 239)

From "Bible History," W. Beverley Harrison, 15 Broadway, New York City

WINGED BULL FROM KHORSABAD

A Furnace of Fire

SERIES V — General Thought:—Courage
LESSON XXV — Special Thought:—Courage toward God

Teacher's Preparation:—

Read Dan., chap. 3.

As a setting for this lesson and the next learn all you can of the captivity of the Hebrews in Babylon. Such books as Kent's *History of the Hebrew People* (*Divided Kingdom*), Schaff's *Dictionary of the Bible*, and Hunter's *Temple Bible* will be found helpful. The story told vividly to the children will impress its own lesson.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

See if you can tell me what I am thinking of. It is yellow and red. It dances and jumps. It melts the ice. It warms the house. It eats up the coal and wood. It feels so good when one has been out sliding. Yes, I am thinking of a fire. Who gave fire to us?

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

How many remember the prayer the Great Teacher taught his friends? How does it begin? "Our Father, who art in heaven." How many of us say this prayer before we go to bed at night? What prayer do you say, William? Were you ever afraid to say your prayers? I knew a boy once who was afraid to say his prayers for fear another boy, a little friend of his, would laugh.

When the little boy told his mother about it she taught him this verse: "Be strong in the Lord." (Speak of children who pray to gods of wood and stone.) (Use finger play, p. 134.)

Games: (See p. 127)

Quiet moment: (See p. 7)

The story:

"Blow the trumpets! Sound the horns! Send out and call all the people together. I have made a great, tall god of gold. Call all the people together that they may bow down before it and pray." So the great king spoke. So he sent out his runners, long, long ago to call his people.

By and by the people began to come, some walking, some riding on donkeys, and some on camels. They hurried, all of them, because they wanted to please the king.

They stood in crowds around the great golden image the king had made.

"Soon," said the king, "the trumpets will sound, the flutes and the harps and all the music will play. When you hear the great sound, all fall down before the golden image and pray."

The people waited and listened.

The mighty music sounded, and they bowed down to the image and worshiped. But not all bowed down and prayed to the tall god of gold. Three men stood straight when the others bowed.

"We will not pray to a god of gold. Our God is up in the sky. We will only pray to him."

When the king heard this he was very angry. "Call these men to me," he said. "I will have them put into a furnace of fire."

The men were brought with their hands tied.

"Do you know," said the king, "I will put you into the furnace, if you do not pray to my golden god?"

"Yes," said the men, "but we cannot. We can only pray to our God in

heaven. He can save us from the fire, too, if he wishes, but if he does not and we burn up, we know he is our God, the only true God."

"Throw them into the furnace, and make the fire hotter than ever," shouted the angry king.

They took them and put them in.

"What is this?" said the king, "I see four men in the furnace, and the fire does not burn any of them. Their God is with them. Open the doors and let them out. Their God must be the true God. Let us all worship him. Let us always pray to him, and to no other gods."

March to tables: (At signal from piano)

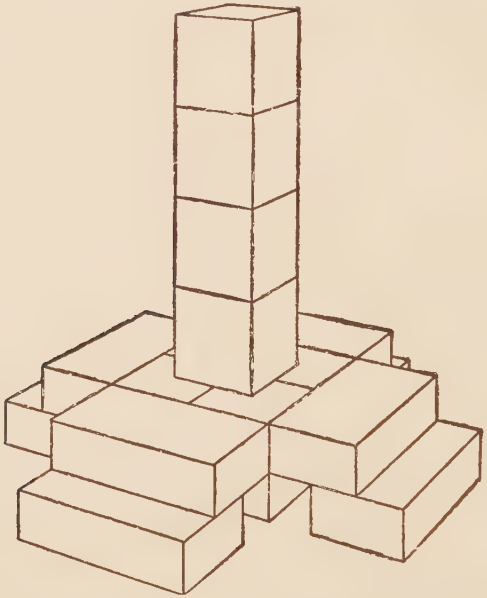
Table-work (build monument): (Sitting at tables)

(Materials used by each child are Third and Fourth Gifts. See pp. 14, 52.)

Our story tells us about three brave men who would not bow down to an idol. They loved and worshiped the true God and would not bow down to anything made by hands. They knew that if they were brave and would not do wrong God would take care of them. Did he take care of them, children? Yes, he did. Tell me about it.

Let us each build an idol with our blocks. Place the cubes in front of you. Very carefully with the thumb and first finger of both hands lift off the four cubes that form the top half of the big cube. Place them to the right of the lower half. Take one of the cubes from the four at the right and place it on top of the four cubes at the left which we will call the base. Place the cube right on the center of this base. Place a cube on top of this one. Place another cube on top of it and another cube on top of all. This is the idol. It is made of wood. Of what was the king's idol made? Let us build steps around the base. Take a brick and lay it so that it extends from right to left about a quarter of an inch in front of the base. Lay a brick on top of this brick so that its back face touches the front face of the cubes and its broad face on top will be on a

level with the top of the base. In like manner build steps at the back, and the right and left sides of the base.



Can you show me with your fingers how the people in our story went up the steps and bowed to the idol? Perhaps you can tell the whole story with your hands and fingers. (Review text, "Be strong in the Lord.")

Closing Service. (See p. 239)

Briton Rivière

DANIEL

A Den of Lions

SERIES V
LESSON XXVI

GENERAL THOUGHT:—COURAGE
SPECIAL THOUGHT:—COURAGE TOWARD GOD

Teacher's Preparation:—

Read Dan., chap. 6.

Continue the reading begun for last Sunday's lesson. (See p. 139.) Do not attempt to do anything with the story in a historical way. Let it be to the children merely a story from the Bible. So long as it is clear and interesting to them the force of the truth it illustrates will be clear to them, too.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

(Show picture of a cocoon on p. 189. If possible have a cocoon in a box in the room, which may open soon.) Do you remember what this is? What made this little brown house? See if you can show me with your forefingers how a caterpillar crawls.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Who hears our prayers that we say at night? Yes, mother, but someone else, too. To whom do we talk when we pray? Yes, we talk to God, our Father in heaven. Can he take care of us? Does he watch over us when we are asleep? Who takes care of the birds? Who gives the lambs their wool? Who teaches the caterpillar how to weave his winter home? Who takes care of us? Yes, God. We can be brave because God loves us and will take care

of us. Let us say the verse we learned, "Be strong in the Lord." (Use finger play, pp. 134, 114.)

Game: (See p. 97)

Quiet moment: (See p. 7)

The story:

Daniel was far, far away from home. He was all alone in a strange place. Often he was lonesome and often he wished he were home. He never forgot, though, to pray to his God. Three times every day he opened his windows that looked toward his home and prayed to his God.

Once the king in that far-away land said, "Nobody shall pray to any god for thirty days. If anyone wishes to ask anything from any god, he must ask it from me. I am a great king. Any man who does not do as I say shall be cast into the den with the lions."

Daniel heard what the king had said. He was very sorry. "I must pray to my God," he said. "I do not want to be put into the den with the lions. But I must pray to my God even if the king does give me to the lions."

Three times every day Daniel opened his windows that looked toward his home and prayed to his God. Some wicked men were watching him. They ran to the king.

"O king!" they said, "Daniel is praying to his God. You must throw him to the lions. You said you would."

The king was very sorry. He loved Daniel and did not want him to be hurt.

He called Daniel. "Why do you pray to your God when I have said no one shall pray to any god but me for thirty days. I do not want to put you in with the lions, but I must, because I said I would."

They took Daniel and cast him into the lions' den. All night Daniel prayed to his God. God sent his angels and shut the lions' mouths.

In the morning the king came and looked into the den.

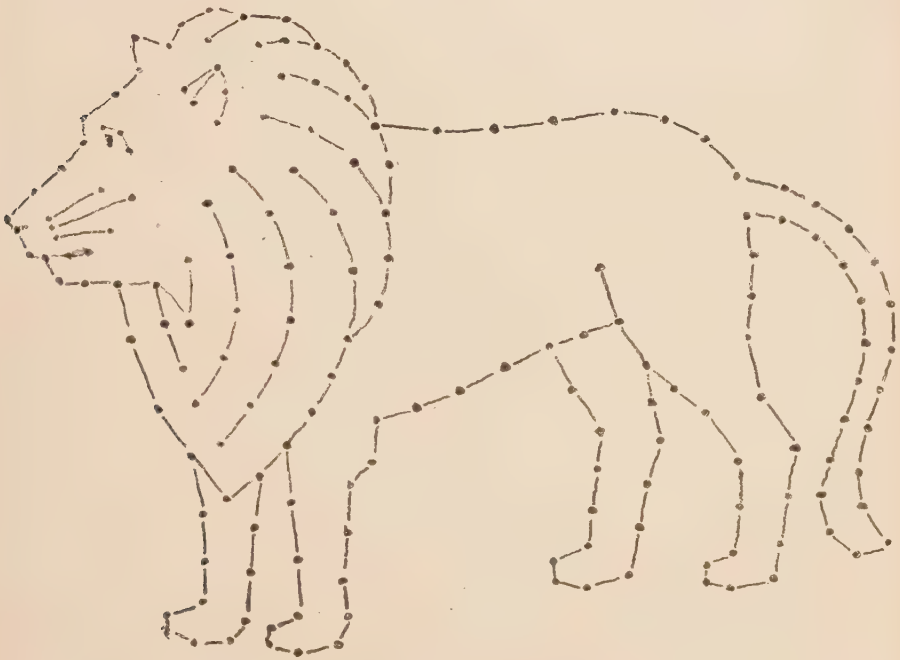
"Daniel, Daniel, are you there?"

"Yes, O king, my God has shut the lions' mouths."

"Come out, Daniel, your God is the only true God. I and my people shall worship only him from this day."

March to table: (At signal from piano)

Table-work (sew lion): (Sitting at tables)



(The materials used by each child are: the pricked outline of a lion; a blunt needle, threaded with brown silkateen; a gray mounting card, seven by nine inches; paste.)

Why did the king put Daniel into the den with the lions? Yes, because he would pray to God every day even though the king said he must not. Did God take care of Daniel? Yes, Daniel was brave and true and God closed the lions' mouths. What did the king say to Daniel when he saw him safe in the den next morning?

Sew the outline of the lion. (See p. 147.) When finished mount. Repeat the text, "Be strong in the Lord."

Closing Service. (See p. 239)

A Beautiful Garden

SERIES VI
LESSON XXVII

GENERAL THOUGHT:—OBEDIENCE
SPECIAL THOUGHT:—OBEDIENCE TO AUTHORITY

Introduction to Series:—

Beautiful objects in nature, the sun, the trees, the rain, the river, and fire, furnish settings for Series VI. Obedience to father and God are the teachings to be developed.

A number of stories from Genesis have been used for these lessons, because they so well illustrate the truth and because children are delighted with them.

The teacher understands that the stories of the beginning of the world in the Bible were, no doubt, originally songs and verses, sung and chanted in the long ago. In them one does not find exact details and the actual beginnings. But he sees shadowy immensities moving and changing; eons of time passing like a single day before his unhampered fancy; in and through it all, the great spirit of the unknown God working and shaping, bringing order out of chaos. All the old-world nations had collections of narratives very much like these. "Children soon have to learn how all history begins among the mists of uncertainty, in the dim ages of far-off antiquity, etc."[1] The subject should not, however, be suggested to them at this time. Theories and problems belong to a later period.

Tell these stories from the world's childhood to the little children with all the wonder and mystery that they hold.

To the child Genesis is the most charming book in the Bible. . . . . Genesis is full of spiritual instruction. You do not need to take these stories and attach a theological interpretation to them for his benefit. Give them to the child in their simple form, or better still

[1] F. W. Farrar, *The Bible and the Child*, p. 82.

translate them more fully, present them more clearly as stories, rid them of their curious Hebrew words which puzzle and bother the child and give him false impressions, translate them precisely as the Hebrews translated the names in the myths and legends which they took over. The child will find, I care not how pure and lofty the religious thought by which he is surrounded, uplift and help in these stories of Genesis.[1]

Teacher's Preparation:—

Read Gen., chaps. 2 and 3.

Read as much as you can of *Telling Bible Stories*, by Louise Seymour Houghton, especially from pp. 40 and 75 on.

This story is founded on the Bible story of Adam and Eve in the garden. Much of the complicated setting has been omitted to avoid distracting the children's minds from the point of the story, the disobedience of the children of the king. Let the children discuss the merits of the case. Start them by such questions as: Did the children have everything they needed? Why did they not do as he told them? Wasn't it too bad they had to be put out of the beautiful garden? and other similar questions.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

(Show the cocoon again.) What do you think will come out of this little brown house some day? The sun is getting a little bit warm. I wonder if all the little creatures in the cocoon houses outdoors have felt the warm sun and are thinking of coming out soon. Show me what the butterfly will do when it is let out.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Does mother let you do just as you please always, Mary? Does she let you pick the flowers in her garden without asking? Does she like to have you

[1] J. P. Peters, *Hebrew Story*, p. 302.

eat sugar from the sugar bowl? I once knew a little boy whose mother said to him, "John, I don't want you to eat those pears, they are too green to eat." John thought he knew best and so he ate them. Do you know why he was sick that night? He was very sorry he had not done as his mother told him. Here is a good verse for us all to know, "Children, obey your parents" (Col. 3:20). (Use finger plays, pp. 134, 114.)

Game: (Standing in circle) (For music of song, see p. 260)

A creeping thing upon the ground
Crawls sad and slow a weary round;
'Tis spinning now a downy nest,
Where it may take its wintry rest;
Till spring days come, 'twill quiet lie,
And then come out a butterfly.

O there it is! O see it fly!
A lovely, lovely butterfly!
It spreads its wings so dazzling bright,
And sails away in airy flight.
Its food is honey from the flow'rs,
Its life is glad in summer bow'rs.

Directions:

Several children chosen to be caterpillars creep about slowly in the center of the ring. Soon they curl up as if asleep. They slowly wake up, spread out their arms, and fluttering them run softly about in the circle, pretending to sip honey from the flowers.

Quiet moment: (See p. 7)

The story:

Once upon a time a king owned a very beautiful garden. There were all kinds of flowers in it and grasses and ferns. The birds were bright and beautiful and the bees buzzed all day long. Many strange tame animals walked among the bushes and went to bathe in the sparkling river. All kinds of trees grew in that garden and the best of fruits.

"I will give this garden to my children," said the king. "I am sure they will be very happy here."

He called his children to him and said, "Dear ones, here is my beautiful garden. I am going to give it to you. It is all yours. You can pick the

flowers and eat the fruit. You can bathe in the stream and make your bed on the bank.

"There is only one thing I forbid you to do. That is to touch the tree in the middle of the garden or to pick the apples. Now I am going and you can have this all to yourselves."

The children of the king were very happy. They went from one end of the garden to the other, peeping into the birds' nests, smelling the violets, and training up the roses. At night they made a little tent of boughs for themselves to sleep in. It was warm and fresh. The stars came out and smiled on them and they fell asleep on their beds of soft leaves.

Every morning they plunged into the laughing waters of the brook and came out fresh and clean and happy.

They wandered often among the trees and tried to learn their names and remember their fruits.

One day they came to the center of the garden and stood looking at the forbidden tree. "Wouldn't you like to touch it?" said one to the other, "I don't believe it would hurt us." "But the king said we must not go near it."

They looked long at it; saw how rosy were its apples; thought how good they would taste; could think or talk of nothing else.

At last they took and ate of the tree. Alas! Alas! They were no longer happy. They tried to run and hide.

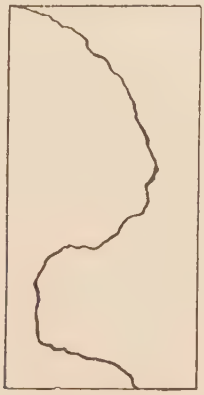
When the king came he found them. He sadly sent them out of his beautiful garden, never to enter it again.

March to tables: (At signal from piano)

Table-work (*represent on sand table*): (Sitting at tables)

(The materials used by each child are: one four-inch square of green paper; one four-inch green stick; four two-inch sticks, one red, one yellow, one blue, and one violet. If desired have twigs, ferns, and flowers instead of sticks and paper trees. Let the children stand around the sand table and all help mold the sand as the teacher directs.)

We are going to make the garden in which the children of the king lived. You remember what a beautiful garden it was, with trees and ferns and grasses and flowers. First let us make the pretty river that ran through the garden. Let us make it run from one corner, along one side and across to the opposite side. Let us make a lake over here. (Give each child a square of green paper.) Let us each make a tree for the garden. Fold the front edge of



your paper to cover the back edge. Hold the paper with the folded edge to the left. Start to tear at the top of the crease. Tear one side of the tree; the leafy top, the trunk, and the roots. (The children will imitate the teacher.) Plant the roots of your tree in the sand. Let the trunk and branches stand up above the sand. You may plant them wherever you wish. Bessie, yours is such a pretty tree, will you plant it here in the middle of the garden?

(Give each child a four-inch green stick, a red one, a blue one, and a violet one.) There must have been flowers and bushes growing on the banks of the river and around the lake. (Let the children stick the colored sticks along the river and around the lake.)

Let us pretend that the birds are singing sweetly and that there are

strange animals walking about. What a beautiful garden it is. How happy the children were to live in such a place and how pleased the king was to have his children happy.

Here in the center of the garden is a beautiful apple tree. Can you tell how the children ate the apples when they were told not to? (Review the story.) Repeat the text, "Children, obey your parents."

Closing Service. (See p. 239)

Guido Reni

THE AURORA

The Sun Fairy

SERIES VI
LESSON XXVIII

GENERAL THOUGHT:—OBEDIENCE
SPECIAL THOUGHT:—OBEDIENCE TO FATHER

Teacher's Preparation:—

This story will be recognized as founded upon the Greek fable of Phaethon, the sun god and his son. Reread the fable in any book of mythology. The sun god is called a fairy in the story to avoid confusion in the children's minds. We wish to have them think of one God, the Father in heaven. Look ahead and plan to have Lesson XXXIII fall upon the Sunday before Easter and all of the lessons of Series VII to follow in their order. If necessary the lessons of this group on obedience can be taken up again after the Easter season has passed. Only the nature-lessons need be kept in their present order.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

What was it woke you up this morning, James? Yes, the sun. Does the sun get up early? It gets up much earlier than it did at Christmas time, doesn't it? Perhaps it is busy these days. What do you think it is doing?

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

How many boys and girls have seen the sun rise? You must get up very early in the morning to see the sun rise. Let us see how many have seen the sun set? Have you seen the clouds grow bright red and yellow and purple? How beautiful they are! Long, long years ago some people used to think

that the bright clouds were curtains and beautiful fairies pulled them open in the morning, when the sun rose, and closed them again at night. (Use finger plays, pp. 134, 114.)

Games: (See p. 151)

Quiet moment: (See p. 7)

The story:

Once upon a time, there was a great fairy who lived in the sky. He wore a shining helmet and a golden shield. The sun was his chariot.

Every day, just at dawn, he took out his prancing horses and hitched them to the chariot of the sun. How splendid he was as he rode out of the east and drove across the sky! As he came every morning the flowers looked up and smiled, and the birds sang in great choruses. When he left at night by the western gate of the sky, the earth wept and was covered with sparkling tears.

This great fairy had a son whom he loved very much, a headstrong, wilful boy.

"Let me drive the horses some day, father, won't you?" the boy said.

"No, my son, I can't. They are very hard to drive, and they must be kept in their course. If they run too near the earth the flowers will burn up and the trees wither. If they go too far away the ice will come and freeze the water and kill the flowers."

"Pooh!" said the boy, "I know I could drive them." So the boy teased every day.

At last his father said, "Well, you may try, but be sure to keep them in the road."

"Oh, I can manage them," said the boy.

He climbed into the golden car just as the curtain of the morning was being pulled aside from the great east. The horses started on their course. They pranced and danced and tugged at the reins.

The fairy's son said to himself, "What is the use of driving just where my father always does. I think I'll drive just where I please."

He turned the horses and they rushed way up into the sky and left the earth to freeze. Then he galloped them back again and came so near the trees and flowers that they were scorched.

When the king of heaven saw what was going on he hurled his thunderbolts at the boy. Out of the chariot he fell. Down! Down! Down!

His poor father ran to his chariot, gathered up the reins, and drove the horses back into their course. Never again did he let any one drive the chariot of the sun.

March to tables: (At signal from piano)

Table-work (*represent sun with sticks and rings*): (Sitting at tables)

(The materials used by each child are; sixteen two-inch plain sticks; a two-inch iron ring; paper; red or yellow crayon.)

Let us make the sun today. It will make us think of the story of the great fairy who lived in the sky and drove the chariot of the sun. What happened when the fairy's son disobeyed his father and tried to drive the chariot wherever he pleased? Can you say the text we learned? Trust and obey.

(Direct the children to place the ring on the table within a two-inch square. About the ring, with one end of each touching it, place the sixteen sticks. First lay the four sticks, which, if continued across the center of the ring, would form the diameters of the two-inch square, within which the ring lies. These should be laid alternately with right and left hands. Midway between these place four sticks, one at a time, which if continued would form the diagonals of the square. At equal distances between those already placed, lay the remaining sticks, diagonally out from the edge of the ring. These should be placed one at a time, with the right or left hand, as directed by the teacher.

These materials may be collected and the paper and crayon distributed.

The children may draw from memory a sun like the one they made with the rings and sticks. If the red crayon is used, the sun may be called the setting or rising sun. Discuss the story and retell it as the work is carried on. Review the text, "Children obey your parents.")

Closing Service. (See p. 239)

Finding a New Home

SERIES VI
LESSON XXIX

GENERAL THOUGHT:—OBEDIENCE
SPECIAL THOUGHT:—OBEDIENCE TO GOD

Teacher's Preparation:—

Read Gen. 12:1–9 and as much more of the story of Abraham's life as you can. Get an idea of it as a whole. See how the thought of his obedience to God permeates it all. He leaves his home to seek a new one; he goes into Egypt and returns believing God is guiding him. He sorrowfully plans to sacrifice his long-hoped-for son to carry out the will of God. To the end of his days his life is planned with God's will in view.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Has anybody seen the sun set lately? I saw it set last night. It painted the clouds a very pretty red. Has the sun been painting anything else? Yes, the sun has been painting the grass a beautiful bright green.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

I wonder how many of us have ever moved? It is nice to go to a new home but it is hard to leave our old playmates. (Let the children speak of moving their playthings. Encourage them to tell of moving-vans, piled high with furniture, that they have seen on the street.) (Use finger play, p. 134.)

Games: (See p. 151)

Quiet moment: (See p. 7)

The story:

"Abraham, Abraham."

"Yes, Lord."

"I want you to leave your home here, and go into a new land."

"But I do not know the way, Lord."

"I will lead you and show you the way. Take your tents and your sheep and cattle and all your family, and I will lead you."

So Abraham got ready for a long journey. He took food and tents. He took his sheep and his camels and his donkeys. He took all of his family and started on his journey.

All day long he traveled in the hot sun. At night he called his family and servants together. They huddled the sheep and animals close and lay down to sleep under the sky.

Sometimes they pitched the tents and stayed for days in a place if they found water and green things for the cattle there.

Many, many days they were on the journey. Often Abraham prayed to God to show him the way. Always God told him to keep on and go to the south.

One night under the bright stars Abraham was praying.

"Can you count the stars?"

"No, Lord, there are too many," said Abraham.

"That is true, and just so many shall your children and children's children be for numbers, because you have done as I told you. They shall be as the sands upon the seashore."

Abraham kept on his way, and at last came to a beautiful green country

"This is the land where God wants me to live," he said. "This is the land God has promised me and my children to live in forever."

Abraham built an altar there and thanked God for bringing him safe to that place. Then he pitched his tents, sent out the sheep to pasture, and began to live in his new home.

March to tables: (At signal from piano)

Table-work (cut stars): (Sitting at tables)

(The materials used by each child are: two four-inch squares of gilt paper; a gray mounting card, seven by nine inches; paste.)

How many children have tried to count the stars? There are so many that we cannot count them. Because Abraham did as God told him to do, what did God promise him? Yes, He promised him that his children and his children's children should be as many as the stars.

Let us each make a star. Fold the front edge of your paper to cover the back edge. Crease. Fold the right edge of the folded paper to cover the left edge. Crease. We now have a small square. Fold its right-hand corner at the back to cover the left-hand corner at the front. Crease well. We now have a right-angle triangle. Turn it on the other side and place it on the table so that its long folded edge is at the front forming the base of the triangle, or little tent. All of the unfolded edges are now at the left side. Fold the left side over to cover the front edge, or base. Crease well and open the triangle. There is now a crease running from the left-hand corner at the front to the center of the right side of the triangle. Take the scissors and cut through the crease. Open and we have a pretty four-pointed star. Let each of us make another star just like this one. Put a little paste on the center and on each point of the first star and mount it on the center of the gray card so that its points lie from front to back and from right to left. In the same way put paste on the other star. Mount it on top of the first so that its center covers that of the first star but its points lie midway between those of the first star. Our star now has eight points. (Retell the story and repeat together the text, "Children obey your parents.")

Closing Service. (See p. 239)

Courtesy of American Tissot Society

BUILDING THE ARK

Copyright by De Brunoff, 1904

Noah and the Ark

SERIES VI
LESSON XXX

GENERAL THOUGHT:—OBEDIENCE
SPECIAL THOUGHT:—OBEDIENCE TO GOD

Teacher's Preparation:—

Read Gen. 6:6—8:22.

This story teaches clearly the reward of obedience and the punishment of disobedience. Dwell principally upon the former by emphasizing Noah's character rather than that of his neighbors. This story also shows the courage which may be needed to be obedient and it teaches that there should be obedience in spite of difficulties.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Did you see it rain the other day? Do you like the rain? Who sends the rain? Why does God send the rain? Yes, it helps the seeds to grow. It helps the buds to open and it washes the whole world clean and bright.

Work and Play Period:—

Preparatory talk: (Sitting in circle)

Have you ever been out in the rain? Some boys and girls like to go out in the rain bareheaded. What would your mother say if you should do so? I think mother would not like you to go out unless you had an umbrella and rubbers. (Let the children talk freely of times when they have been out in the rain; of light showers; of heavy rains. Bring out the idea that too much rain is not good for the green things.) We must always do just as mother

says. What is the verse we learned? Let us say it: "Children obey your parents." Shall we play "The Raindrops" with our hands?

Poem:

When the flowers are thirsty,
And the grass is dry,
Merry little raindrops
Tumble from the sky.

All around they patter
In their happy play,
Till some little sunbeams
Chase them all away![1]

Motions:

Lines one and two:

Bring the palms together at the base. Spread and curve the fingers.

Lines three and four:

Raise and lower the arms, fluttering the fingers.

Lines five and six:

Let the tips of the fingers dance on the lap.

Lines seven and eight:

Make a circle above the head with middle fingers touching. Then let the fingers dance down and be hidden behind the back.

Game: (Standing in circle) (For music of song, see p. 264)

Spring is coming o'er the hill,
Stepping, lightly stepping;
Spring is coming o'er the hill,
Stepping, lightly stepping.
In these bright and sunny hours,
See her bend to kiss the flowers,
See her sprinkle them with showers,
For the Easter morning.

Chorus

Wake up, little buttercup;
Wake up, little buttercup;
Wake up for the Easter morning!
For the Lord of light arose in might,
On the beautiful Easter morning

[1] Maud Burnham, *Rhymes for Little Hands.* Copyrighted, 1908, by Milton Bradley Co Used by permission.

Now the pretty flowers awake,
Blooming, gaily blooming;
Now the pretty flowers awake,
Blooming, gaily blooming.
Underneath the snow so deep,
They were lying fast asleep,
Now above the ground they peep,
For the Easter morning.

Chorus.

Little children praise the Lord,
Singing, gladly singing;
Little children praise the Lord,
Singing, gladly singing.
He who rose again on high
To his home beyond the sky
Watches us with loving eye,
On the Easter morning.

Chorus.

What if we should fall asleep,
Resting, sweetly resting?
Jesus will his children keep,
Resting, sweetly resting.
Upward, like a snowy dove,
We would rise on wings of love,
To his happy home above,
Where 'tis always morning.

Chorus.

Directions:

Choose a child to be spring and stand outside of the circle until the song begins. Then she enters the ring and makes motions suggested by the words of the song. Choose a number of children to be flowers. Have them kneel in the circle with heads down as if asleep. When spring wakens them they hold up their hands with base of palms together and fingers curved, gradually unfolding fingers. All return to circle and sing the last two verses of the song. Motions suggested by the words of the song may be used if desired, pointing upward while singing "He who rose again on high," closing eyes and resting cheek on left hand for the beginning of verse four, etc.

Quiet moment: (See p. 7)

The story:

"What are you building that great boat for, Noah?"

"Because God told me to."

"Who ever heard of a boat on dry land?" said Noah's neighbors.

"But God says there is going to be a great rain, and every one who is not in this boat will be drowned."

How the men laughed. "Who ever heard of such a thing?" they said.

Noah kept on building his boat. Every day his friends and neighbors passed by and wagged their heads.

"Do come and help me build, "said Noah. "I wish you would. Then when the rain comes you can come in and be safe."

They only laughed the harder.

By and by the huge boat was finished. Noah began to fill it. He put in seeds and plants, fruits and berries, nuts and grains, and all kinds of growing things. Then he selected the animals, two of every kind, and led them in. Still there was no rain, and more and more men laughed at him.

When all was finished, Noah himself went into the ark and shut the door. Then the rain began, very gently at first. Soon great floods came down. It seemed as if the heavens were open and pouring out the rain.

The waters gathered in on the land like a sea. The huge boat lifted and at last floated on the great waves of water.

Forty days and forty nights the rain came down. All this time the great boat floated and drifted safe on the waters.

When at last the rain stopped the waters began to sink away. The ark gradually settled down and was still, held fast on a mountain.

Then when the earth was dry the great door was opened, and all filed out: Noah, his family, the beasts, cattle, and birds.

A beautiful rainbow stretched across the sky.

Noah built an altar and thanked God for keeping all safe and well through the terrible rain.

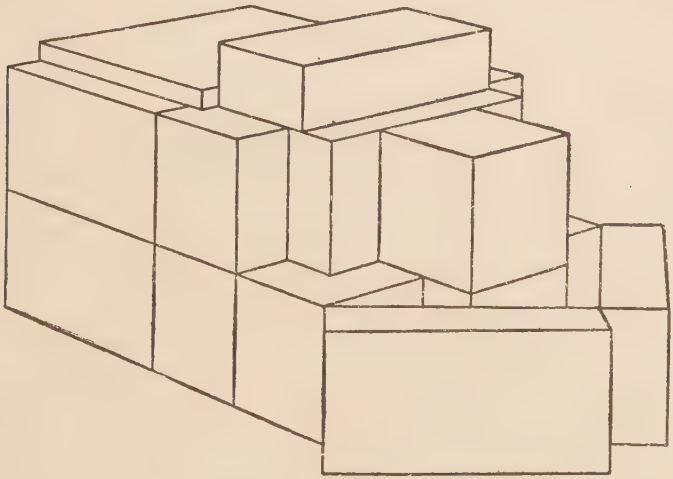
March to tables: (At signal from piano)

Table-work (build ark): (Sitting at tables)

(The materials used for each child are the Third and Fourth Gifts.)

What did God tell Noah to make? Why did he tell him to build a big boat? Did Noah do as he was told? Were he and all that were in the ark safe when the great flood came?

Let us build an ark with our blocks. Build the front wall of the ark by placing two bricks one on top of the other in a sitting position and running



from left to right. On a line with the front faces of these place two cubes one above the other and touching the bricks on the right end. In the same way make the back wall parallel to this wall and two inches from it at the back end. Over the center of these and on a line with the left edges place a piece of cardboard two by two inches. At the end of each cube at the right place a cube on a line with the other cubes and touching them. On top of these two cubes place a brick in a sitting position over the center of the opening. Place the two remaining cubes one on top of the other. Slide them between the two last-placed cubes and close against the brick. Cover the opening left at the top with the side of a brick laid close against the center of

the edge of the cardboard and on top of the last-placed brick. Make the prow of the ark with the two remaining bricks placed in a sitting position with edges joined. The inner edges of the bricks should touch the outside edges of the cubes at the ends of the walls. Cover the opening at the back with a piece of cardboard two by two inches.

(The sand table may be used for this story if desired. Each child may be given a cube or a brick and build from the teacher's dictation. The animals and other creatures may be represented by sticks.)

Closing Service. (See p. 239)

A Bush on Fire

SERIES VI — General Thought:—Obedience
LESSON XXXI — Special Thought:—Obedience to God

Teacher's Preparation:—

Read Exod., chaps. 3 and 4.

This story and the next are parts of one story, the children of Israel leaving Egypt. This shows how hard it was for Moses to be obedient to God's command. It teaches that hard things are often required and one must obey God even if it is hard and costs much. What the children know of sheep and shepherds may be reviewed at this time. See Series I.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Has anyone found any new growing things lately? What helped the grass to come up? What softened the hard dirt and helped the plants to peep out? Yes, the rain did. Show me with your fingers and arms how the rain comes down.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

How many of us have been out in the country lately? I wonder if we found any green things growing? The trees and the bushes are just putting out their blossoms and leaves. I was out in the country the other day and saw a little bush covered with yellow blossoms. It looked as if the bush were on fire. Who made the trees and flowers and buds? God. When He sends

his warm spring sun calling, do they hear and obey? Let us say our verse, "Children obey your parents." (Use finger plays, pp. 166, 5.)

Games: (See p. 166)

Quiet moment: (See p. 7)

The story:

Tending his sheep in the far wilderness sat Moses. He was all alone, away from home, tending the flock.

As Moses sat thinking of his old home and his people, suddenly he saw a green bush all on fire. Moses thought it very strange. He looked closer. The bush was on fire, but it was not burning.

As Moses looked he heard a voice from the bush. "Moses, Moses, I am the Lord. Take thy shoes from off thy feet. The ground whereon thou standest is holy ground."

Moses took off his shoes and listened to what the Lord might have to say to him.

"Moses, go down to the king's house and say to him, 'Thus saith the Lord: Let my people go. My people have worked for you long enough. Let them go.' "

"I am afraid the king will not let the people go, O Lord. He is very wicked. He makes them work hard and whips them often. I wish I could help them and take them away, but I think the king will only kill me, O Lord."

"Do not be afraid, Moses. I will help you if only you do as I say."

"What shall I say when I see the king? I am afraid I cannot speak well enough. The king is great and mighty and I cannot speak well," said Moses.

"Where is your brother Aaron? Does he not speak well? Go and find him and take him with you. He shall speak for you and say to the king, 'Thus saith the Lord: Let my people go.' And you shall take the people from the wicked king. Do not be afraid, only do as I have told you."

"I will go, Lord, and do all You have commanded me."

So Moses left his sheep with another shepherd, found his brother Aaron, and together they went to the king. "Thus saith the Lord," they said, "Let my people go."

The king was very angry, but by and by the Lord made him let the people go.

March to tables: (At signal from piano)

Table-work (lay bush with sticks): (Sitting at tables)

(The materials used by each child are: nine four-inch red sticks; nine four-inch yellow sticks; two three-inch red sticks; two three-inch yellow sticks; two two-inch red sticks; two two-inch yellow sticks: one four-inch green stick; paper; red and yellow crayon.)

When Moses was tending his flock in the wilderness what did he see? Yes, a burning bush. What did he hear? Whose voice was it? What did the Lord tell Moses to do? Did he do as God told him even though at first he was afraid? Yes, he did.

Let us make a burning bush. Take one of the longest red sticks and place it on the table running from front to back. Take two more long, red sticks. Place them so that they run diagonally out from either side of the front end of the first stick. Let the back end be about half an inch away from the back end of the first stick. In like manner place two more red sticks of the same length with their back ends about the same distance from the last sticks placed. Take two more long red sticks and two more and you will have nine long, red sticks with their front ends meeting and their back ends about equal distances away from each other. Take the two three-inch red sticks and place them in the same way. Take the two two-inch red sticks and place them in a similar position and you have a nice flaring bush. Take the four-inch green stick and lay it from left to right with its center touching the front ends of the other sticks. This is the green sod. To the right of each red stick and close beside it place a yellow stick of the same length and our burning bush is complete.

Would you like to draw a bush like this on paper with red, yellow, and green crayons? Place all the sticks at the back of the table and see if you can draw a bush like the one you have just made with the sticks.

(Review the story while drawing and repeat the text when finished, "Children obey your parents.")

Closing Service. (See p. 239)

The Shining Cloud

SERIES VI
LESSON XXXII

GENERAL THOUGHT:—OBEDIENCE
SPECIAL THOUGHT:—OBEDIENCE TO GOD

Teacher's Preparation:—

Read Exod., chap. 4.

This is a very dramatic story, there is so much life and movement in it. Get the picture of the children of Israel, slaves for four hundred years in Egypt, the hard work, the hard taskmasters, etc., well in mind. Scan over the whole story and picture the climax in the story of today. Show how, following the shining cloud sent by God to guide them, they were brought safely across the sea and delivered from their enemies. Review all of the obedience stories.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

When you go home I want you to look up at the sky and see what you can see. What do you think you will see? Yes, fleecy white clouds. Show me how they sail across the sky. What makes them? Show me how the wind blows the trees about.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Have you ever been out on the water in a boat? I have. I have been across the big ocean. At night everybody but the sailors went to sleep. The sailors stayed up all night and watched the stars. The stars told them where

to go. The old north star pointed the way. Who keeps the stars in their places? Who helps the sailor to guide his boat? The sailor has to go just where the star shows him the way. He has to obey the star. Let us say our text, "Children obey your parents." (Use finger plays, pp. 166, 114.)

Games: (See p. 166)

Quiet moment: (See p. 7)

The story:

"Take your people and go," said the king to Moses and Aaron. "Go as quickly as you can. The Lord has sent dreadful things upon us because we would not let them go. Now take them and be gone."

Moses quickly called his people to begin their journey. Mothers and children, donkeys and camels, all the people and all they owned, started on the great march. They went on the way, following a bright shining cloud that went before them. They sang and shouted as they went, glad to be away from the strange land and the cruel king.

Many days they marched and all was well. Suddenly someone at the last of the line shouted, "The king is after us."

Almost at the same time someone at the front called out, "A great sea is ahead of us."

The people cried against Moses and Aaron, "Why did you bring us out here to die?"

Moses prayed to the Lord, "What shall we do, O Lord?"

"Command the people that they go forward," said the Lord.

"The sea! The sea!" they shouted in terror.

"Forward! Forward! Pass the word along the line. Command the people that they go forward," called Moses. "The Lord commands. Forward!"

The bright cloud pointed the way.

Moses lifted up his rod and the great waters rose up and stood in heaps, a wall on either side.

The people obeyed and marched safely through the sea, with the waters piled high to the right and to the left of them.

But see! The king and his armies are coming, too. They are crossing the sea.

Wait! The people are safely over. Moses is stretching out his rod again. The great waters return. The king and his horses and armies are drowned in the midst of the sea.

March to table: (At signal from piano)

Table-work (represent story on sand table): (Sitting at tables)

(The materials used are: the sand table; one two-inch red stick; one two-inch blue stick. Let the children stand around the sand table.)

Who sent Moses and Aaron and all of the children of Israel out of the land? Yes, the wicked king. They went on a long march and what did they follow? Yes, they followed a shining cloud. Were they glad to go away from the wicked king?

Let us call this the land through which they marched. You may all help to make a great, wide sea though the center of it. Let us make hills way over here. We will call this red stick Moses. John, you may hold it. Let us pretend that all of the children of Israel are with him, following the shining cloud as they make their long march. Harry, take this blue stick and let it follow far behind Moses. It is the wicked king and we will pretend that all of his army is with him. (Let the children act out the story. They may take turns in holding and moving the sticks as often as the story is repeated. If desired the children may make tents on the "other side of the sea" where the children of Israel camped for the night. (See p. 109.) The hosts of both Israel and Egypt may be represented by numerous sticks. If the sand table be impractical let the children represent the story on the floor.) Repeat the text, "Children, obey your parents."

Closing Service. (See p. 239)

S. J Carter

SQUIRRELS

The Furry Little Squirrel

SERIES VII
LESSON XXXIII

General Thought:—Immortality
Special Thought:—Return in Nature

Introduction to Series:—

The Easter season suggests immortality as the fitting theme for the next lessons. The familiar habits of sleeping and waking, the return of the birds and flowers furnish points of contact, and, together with the idea of home, lead up to the thought of a home in heaven.

Do not try to develop the thought of these lessons. It is too vast for little children. The purpose is merely to suggest the thought and put the children into touch with the season. Through the stories let them feel the wonder and mystery of the return to life of the flowers and trees and the waking of the bees and butterflies. Tell them that we, too, shall sleep some time and wake again. Years must pass before they can appreciate a spiritual conception of the after-life and appreciate the immortal quality of all that is pure, good, and true.

The Easter time should be a bright, happy time for them, full of expectancy, promise, and joy; a time of special songs that are cheerful and bright; a time of watching for the first buds to open and the first birds to sing; for the bulbs to break their brown, winter shields; the cocoons to open their doors and free the butterflies; to watch where "The green grass comes creeping, creeping everywhere;" and to listen as

> All earth's thousand voices
> Swell the psalm of praise.

Someone has written:

> God does not send us strange flowers every year;
> When the spring winds blow o'er the pleasant places,
> The same dear things lift up the same fair faces,—
> The violet is here.

Bring the analogy of the seasons to the children and hope that in later years they may grasp the significance of the truth of immortality.

Teacher's Preparation:—

This lesson should come the Sunday before Easter. The little fairy tale, based upon the habit of the squirrel of sleeping through the winter and waking in the spring-time, has been used to introduce the thought of immortality. From some good natural history get what information you can in regard to the hibernation of animals. Learn also what you can of the history of the belief in immortality. Notice how the thought changed from a sensuous, materialistic one to a moral and spiritual conception. This information should not be given to the children of course, but it will furnish the teacher with an intelligent understanding of the subject to be introduced.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

I saw a robin today. Where do you think he has been all winter? Yes, he has been south. Tell me how you think he looks. What color is he? Let us all pretend we are birds coming back from a long winter in the south. Make your arms move like wings.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Let us talk a little today about the spring. Who has seen any green things growing? What have you seen? (Let the children talk of the birds, flowers, trees, etc.) What do you think is going on in the country these days? I think the frogs and squirrels are waking up, the bees are out busy with their work, the birds are singing, the trees, the flowers, and the grass are growing. Do you know what day next Sunday will be? Yes, next Sunday will be

Easter. I have something I want you to learn about Easter. (The two little finger plays, "Easter" and "The Sermon" can easily be taught at one time.)

Poem:

On Easter Day we go to church.
The bells ring in the steeple
When the doors are open wide,
Inside you'll see the people.

Motions:

Lines one and two:

Interlace the fingers between the palms. Raise forefingers to form steeple. Hold thumbs up straight for door.

Lines three and four:

Same as lines one and two. Separate the thumbs, bend back the palms, and show the fingers.

Poem:

The minister who preached today
Talked all about the spring,
And said that "Easter" promised us
Almost everything;
That Easter was the "wake up" time,
For trees and buds and flowers,
That bees and butterflies and birds
Would bless this world of ours.[2]

Motions:

Make a fist of the right hand. Hold the thumb up straight and after the first line move it forward to emphasize each new thought as it is mentioned.

[1] Maud Burnham, *Rhymes for Little Hands.* Copyrighted, 1908, by Milton Bradley Co. Used by permission.

[2] *Ibid.*

Games: (See pp. 50, 264)

Quiet moment: (See p. 7)

The story:

Once there was a little squirrel who frisked all day in the tall trees of the forest. He was a lively, furry little fellow. He loved to scamper about and gather the nuts in a pile at the foot of the oak tree where he lived. He and his mother hunted acorns all day. Then they filled their cheeks with them and stored them away in their hollow tree. The little squirrel thought it all great fun. He thought it a game his mother and he were playing.

Early one morning when the little fellow poked his nose out of his warm nest, he drew it in very quickly. "It is dreadfully cold out there, mother," he said.

"Yes, I know," she said. "It will be colder every day now. By and by a great white blanket will cover everything and we will go to sleep for a long time."

"I'm afraid of the cold and the dark," said the little squirrel. "I don't want to go to sleep for a long time."

"Never mind," said the mother. "When the cold biting days come you will curl up and sleep. By and by when the warm spring is here again you will wake up."

"What if we shouldn't wake up, mother? I'm afraid."

"Never fear. We shall be safe and warm here in our hollow tree with our store of nuts. We have worked hard all summer long and will sleep well and wake again."

The cold frost came and nipped the trees and flowers. A white blanket of snow covered the forest and the seeds. Ice held the waters still, and all was quiet.

After long months had passed the warm spring came calling. Birds twittered; bees buzzed; flowers pushed up their heads; the streams laughed as they tinkled along their way.

"Good morning, good morning, dear," called Mother Squirrel. "It is time you were up and about. Hurry or we will be the last to get up."

"What," cried the furry little fellow, "Have I really slept all winter long and am I truly waking again."

"Yes, dear, it has all happened just as I said it would."

March to tables: (At signal from piano)

Table-work (*sew outline of squirrel*). (Sitting at tables)

(The materials used by each child are the pricked outline of a squirrel on gray card; a blunt needle, threaded with gray silkateen; a gray mounting card, seven by nine inches; paste. The shades of gray used should be different so that the work will show.)

We are going to sew the picture of a little gray squirrel today. We will pretend that it is the little squirrel in our story. Was the little squirrel afraid to go to sleep when the cold winter came? What did his mother tell him? Did he awake again in the warm springtime as she said?

Sew the outline of the squirrel. Mount on gray card.

Closing Service. (See p. 239)

C. Peschel

THE THREE MARYS ON EASTER MORNING

Jesus Dead and Alive Again

SERIES VII
LESSON XXXIV

GENERAL THOUGHT:—IMMORTALITY
SPECIAL THOUGHT:—RETURN OF JESUS

Teacher's Preparation:—

Read Matt. 28:1–10; Mark 16:1–11; Luke 23:56—24:12; John 20:1–18.

This lesson should come on Easter Sunday.

The crucifixion and death of Jesus should be made merely an introduction to the story of his resurrection. It is too cruel and dreadful for the little children and should not be dwelt upon. It also raises many questions that are aside from the purpose of the lesson today. Dwell upon the joy of Jesus' friends at his appearance and his love for them, which had not changed. Use the new text, "Because I live ye shall live also" (John 14:19). Make the whole period an especially happy one.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Tell me about some birds you have seen. How do they go south? How do they come back? Show me with your arms. Don't you feel glad to have them back? Perhaps they will keep house in the old nests they made last year.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

At Easter-time we like to talk of the lilies and the flowers. They are so beautiful. All winter they were asleep in their brown bulbs and seeds. (Have

seeds and bulbs to show. It adds greatly to the interest of the day if a cocoon, that has been provided in the fall, is watched and talked about. It once happened in a school that a beautiful moth came out to celebrate Easter Sunday. The day was made memorable by the event.) Talk at length of the sleeping and waking of various creatures in nature. (Use finger plays, p. 181.)

Game: (See pp. 166, 151)

Quiet moment: (See p. 7)

The story:

It was Easter morning, the first Easter morning, and the sun was not yet up. Walking in the early twilight were three women. Their heads were bowed and they were weeping.

As they went along they met two tall shining ones who said to them, "Why are you weeping?"

"Wicked men have killed our Jesus, and we are going to his grave to take these sweet-smelling spices," they said.

"Your Jesus is not dead," the shining ones said. "He is alive. He has risen."

The three women could not understand. They began to run. Soon they came to the grave and looked in. Yes, it was empty. The white clothes were there, but no Jesus.

They talked among themselves and were very sad.

"Someone has come and stolen him away," they said. "Where have they taken him?" they cried.

One of the women, whose name was Mary, looked about the garden. She saw a man. She thought he was the gardener.

The man spoke to her and said, "Whom seek you."

"I am looking for Jesus," she said. "Three days ago wicked men killed him. When he was dead they wrapped him in white clothes and laid him in this grave. They rolled a great stone against the tomb. This morning we

came with our sweet-smelling spices to put into the grave. We wondered who would roll away the stone for us, so we could go into the tomb. When we came near we saw the stone was rolled away. We looked in. The body was gone. Someone has stolen it. If you have stolen it tell us where you have put it. We will go and take it away."

She looked up at the stranger. His face was shining and bright.

He said, "Mary."

Then she knew the stranger was Jesus.

"Go," he said, "and tell my twelve friends. Tell them that I will see them and talk with them as they go on their way to Galilee."

Mary ran gladly to tell the good news.

March to tables: (At signal from piano)

Table-work (color picture of caterpillar and butterfly): (Sitting at tables)

(The materials used by each child are: outline pictures of caterpillar, cocoon, and butterfly; a box of crayon; gray mounting card seven by nine.)

Just before winter what does the caterpillar do? He makes a little nest for himself so that he can go to sleep in it. What happens when he wakens? Yes, he comes out a beautiful butterfly.

Let us color the caterpillar. (Suggest using the yellow crayon and commencing at the head to color. Make stripes of brown around the body. Show the children the picture of a milkweed butterfly, or if possible show them a real butterfly. Let them color their butterflies as much like the copy as possible. Point out to them the dark border, the spots, and the veins.)

What happened on the first Easter morning many years ago? Tell me the story. Who can say the text? "Because I live, ye shall live also."

Closing Service. (See p. 239)

Biermann

CHRIST'S ASCENSION

Jesus Going into Heaven

SERIES VII
LESSON XXXV

General Thought:—Immortality
Special Thought:—Home in Heaven

Teacher's Preparation:—

Read Matt. 28:11–20; Mark 16:12–20; Luke 24:13–54; John 20:19—21:25.

This story and the next present to the children the thought of the home in heaven. One cannot hope to spiritualize the idea for them. The teacher should try only to make the children feel that the home in heaven is a very beautiful and desirable place to which they may go some day.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Show a violet or some other spring flower. Talk of its color. Talk of its leaves and petals. Ask if the children know where it grew. Ask what kept its roots warm in the winter. Talk of the dead leaves and snow that covered it.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Where did all the summer birds go last winter when the winds were cold and the snow began to fly? Yes, they went south to the land of sunshine and warmth. I saw a great flock of blue birds on their way south one autumn. They were hungry and stopped to eat the berries on my vines. There must have been a hundred of them. Isn't it good that the beautiful birds always come back to us in the spring? (Use finger plays, p. 181.)

Games: (See pp. 166, 151)

Quiet moment: (See p. 7)

The story:

Jesus stood upon a beautiful hill with his friends.

"Did you not know I would come back to you?" he said. "Did I not tell you that I must be killed by wicked men, but that I would rise again?"

"Yes," said Peter, "but we could not understand."

"Long, long years ago," said Jesus, "God promised that I should come. Your fathers and father's fathers looked for me. They wished so much to see me. By and by, God sent me and I lived in a little town among the hills." (Review stories of Jesus' birth.)

"When I grew to be a man you loved me and went everywhere with me. Many other people loved me, too, and I helped the sick and the lame. Some wicked men did not love me. They hated me and killed me. But God promised that I should live again. I am alive and have come back to you."

"You will stay with us always, now, won't you," said Peter.

"No," said Jesus. "Very soon I go to my Father in heaven. I shall always be near you and love you and help you."

"Why can we not go with you?" said Peter.

"Not now," said Jesus; "there is a great deal for you to do. When I am gone I want you to go everywhere and tell all the world about me. Tell them that God loves them and he sent me to earth to help them. Tell them how I died and rose again."

Jesus talked a long time with his friends. As he talked and they watched him, they saw his face grow bright and shining. He lifted up his arms and blessed them. As he blessed them he was carried up and away. The heavens opened and received him out of their sight.

March to tables: (At signal from piano)

Table-work (represent birds):

(The material used by each child is a worsted ball of the First Gift. See p. 9.)

Each one of you may tell me the color of your ball. Let us pretend that our balls are birds. Put your hands together to make a nest for your bird. The red balls are robin-redbreasts. The yellow balls are goldfinches. The blue balls are bluebirds. The orange balls are orioles. The green balls are humming-birds. The violet balls are pigeons.

Let us pretend that this end of the room is the north and the other end the south. When did all you little birds build your nests? Yes, in the spring-time. All through the warm summer months you have been flying about singing, happy among the trees and bright flowers. Now let us pretend that Jack Frost is here. The leaves are falling from the trees and we know that the cold winter is coming. All of you birds must talk of flying away to the south where it is warm and sunny all winter long. Humming-birds you must put your heads together. (Let the children with balls of the same color stand in groups, put their heads together as if talking of their long journey south.) The pigeons are saying, "We are not afraid of the cold. We will stay north all winter. The little children will build a house for us. They will be good to us and feed us with crumbs when the ground is covered with snow." As soon as the first chord is struck on the piano, all the birds must call, "Good-bye," to the pigeons and fly away to the pretty southland. (The teacher may make a pigeon-house of chairs for the pigeons who remain in the north.) The birds in the south must continue to fly while the music plays softly. The pigeons fly around their house and nestle together in it, saying softly, "Coo, coo, coo, coo, coo." When the music stops the children may return to their places. (The teacher would better call them by name. When all are seated at the tables have the story retold and the text repeated, "Because I live ye shall live also.")

Closing Service. (See p. 239)

A Wonderful Dream

SERIES VII
LESSON XXXVI

GENERAL THOUGHT:—IMMORTALITY
SPECIAL THOUGHT:—HOME IN HEAVEN

Teacher's Preparation:—

Read Rev. 1:13; 7:9–11; 21:9—22:5.

By telling this story try to give the children an impression of a place beautiful beyond description; where there are thousands and tens of thousands of those who are happy; that it is a place where all wish to go some day.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Do you remember the flower we had last Sunday? What is its name? Now, I want you to close your eyes and think of a very beautiful place. It is full of flowers; some are white, some are yellow, some are red, and some pink. Would you like to see such a pretty place?

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Do you ever dream at night? What do you dream about? (Let the children talk of their dreams just enough to bring the thought of dreams to their minds.) Sometimes do you dream in the daytime when you are not asleep. Let us close our eyes now and see what we can dream. I am dreaming of a beautiful city, with streets of gold and houses of white marble. There is sweet music there and bright lights. Can you dream that dream? (Use finger, play, p. 181.)

Games: (See pp. 166, 151)

Quiet moment: (See p. 7)

The story:

John was an old, old man. He was the last of Jesus' friends. He lived all alone on a little island. Often he looked across the sparkling, blue waters and thought of beautiful things and remembered days gone by. Sometimes he had wonderful dreams. What he saw and thought he wrote down in a book.

"One day," he wrote, "as I was looking out across the shining sea an angel came to me and said, "Come with me to a high mountain and I will show you wonderful things." Together we hurried to the top of the mountain and looked out and up.

"There I, John, saw heaven opened and, within, a great white throne. God sat upon the throne, and so bright was he that the angels hid their eyes because of his brightness.

"Hundreds of thousands of people were there, of all nations and kindreds and tribes, and they stood around the throne. They were robed in white and had palms in their hands. They sang and bowed down before the throne, crying, 'Holy, holy, holy.'

"Seated beside God, the Father, on his right hand, I saw Jesus. He, too, was bright and shining. The angels bowed before him and the great company of people also. They all cried, 'Holy, holy, holy.'

"In that beautiful place there was no night. God, our Father, and Jesus, his Son, were the light of it. They needed no sun, neither candle, nor the light of the moon.

"The streets were all paved with gold. A beautiful crystal river ran sparkling through the center of the city. There were all manner of trees, and all kinds of fruit.

"Around the city were great walls of dazzling gold. The foundations were of marble and inlaid with precious stones.

"Strong, beautiful gates there were in the walls, three on a side. Night and day they stand open wide. On them was written in shining letters, 'Whosoever will may come in.' All the angels cried aloud continually, 'Come in! Come in! Whosoever will may come in.' "

March to tables: (At signal from piano)

Table-work (*lay beauty forms with rings*): (Sitting at tables)

(The materials used by each child are: two two-inch half-rings; sixteen one-inch quarter-rings.)

What were some of the beautiful things in that wonderful city which John saw in his dream? Tell me all you can remember. Were there many people there? How were they clothed and what did they carry in their hands?

Let us make some palms. (Take a two-inch half-ring. Place it diagonally on the table from left to right with its convex side toward the back of the table. About a quarter of an inch from the left end on the convex side place a one-inch quarter-ring. Place it so that one end touches the two-inch half-ring and its concave side is toward the right. At the same point place another quarter-ring on the concave side of the two-inch half-ring. About a quarter of an inch to the right of these place two more quarter-rings in the same way. At the same distance from these place two more, and then two more at the same distance. There are now four quarter-rings on each side of the half-ring. With the half- and quarter-rings that are left make another palm just like this one, but with the convex side of the two-inch half-ring toward the left.)

Do you think John saw some beautiful flowers in his dream? I think so. Let us make some flowers with these rings. Place two quarter-rings together to form a petal. Use the half-rings for stems. (With these suggestions let the children make the flowers as they wish.)

Do you remember our text? "Because I live, ye shall live also."

Closing Service. (See p. 239)

Rosa Bonheur

THE LION AT HOME

The Lion and the Mouse

SERIES VIII
LESSON XXXVII

GENERAL THOUGHT:—HELPFULNESS
SPECIAL THOUGHT:—HELPFULNESS OF WEAK

Introduction to Series:—

The last series of lessons has for its general teaching-thought helpfulness; associated with various familiar objects and ideas. The stories portray the helpfulness of the weak, the stranger, the sister, the servant, two little boys, and find a climax in the service of the Great Teacher.

We need no better reason for using this thought of helpfulness than that Jesus lived a life of service for others. All through his teachings is the note of helpfulness. He reiterates the principle in precept, practice, and parable. Such sayings as the following are found among his teachings. "Take my yoke upon you and find rest" (Matt. 11:29–30). "Give and it shall be given unto you" (Luke 6:38). "He that saveth his life shall lose it" (Matt. 16:25). "Let him that would be greatest among you be your minister" (Matt. 20:26).

Little children delight in being useful and helpful. Very often this fact is not appreciated because they are able to do so little. Care should be taken not to discourage them or to fail to appreciate their efforts. Imagination is needed by the teacher to see the motive back of the imperfections. Faith is needed to believe that results will come in time. Patience is needed, also, to wait for results.

An effort should be made to foster and cultivate a helpful, self-sacrificing spirit in all the children.

The sweetest lives are those to duty wed,
Whose deeds, both great and small,
Are close-knit strands of an unbroken thread,
Where love ennobles all.

The world may sound no trumpets, ring no bells;
The Book of Life the shining record tells.

Thy love shall chant its own beatitudes
After its own life working. A child's kiss
Set on thy singing lips shall make thee glad;
A poor man served by thee shall make thee rich;
A sick man helped by thee shall make thee strong;
Thou shalt be served thyself by every sense
Of service which thou renderest.

—Elizabeth Barrett Browning

Teacher's Preparation:—

Reread the fable of the Lion and the Mouse. Make the story interesting in the telling. Bring out clearly the lesson, that no matter how small or weak a creature is he can always be helpful.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

(Show picture of squirrel, p. 178.) Where does the squirrel live? Show me with your left hand and arm a hole in a tree. What does the squirrel do all day? See if you can show me how he runs up and down the tree.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Who has seen a lion? Where? I saw one in a circus parade. He was a big, strong fellow. He walked up and down in his cage and sometimes he roared. How do you suppose men got him into the cage? I think they must have caught him in a net. He seemed too big and strong for men to catch, but there he was fast in the cage. (In an appropriate way introduce the new finger play.)

Song:

(For music, see p. 261)

Under the glowing sun
Buds open one by one.
"Come! we are thirsty,"
The dear blossoms cry!
Hasten the children's feet,
"Yes, we are coming, sweet,
Sweet little blossoms,
Dusty and dry."

Tinkling the waters run
Now that their work is done,
Out roll the blossoms,
The sunshine to greet;
"Let us your care repay,
Bloom for you every day,"
Whispered the petals
Glowing and sweet

Motions:

Line one:

Raise arms above head and form circle.

Lines two to four:

Hold hands with palms together at base for buds, gradually spread out the fingers.

Lines five to eight:

Race the fingers while moving the arm from the right, as far as they can reach, to the extreme left.

Lines nine and ten:

Flutter the fingers while moving arms up and down.

Line eleven:

Same as lines two to four.

Line twelve:

Same as line one.

Lines thirteen to sixteen:

Same as lines two to four.

Game: (Sitting in circle)

Song:

(For music, see p. 256)

Once upon a time
In a summer wood,
Busy bands of ants were working
Storing winter food.

Then a baby ant
Stole away to play,
Tho' her wiser little sisters
Cautioned her to stay.

Thro' the woods of grass,
By the flow'ry coast,
Round wee lakes of dew she wandered
Until she was lost.

One by one the birds
Hushed their cheery songs,
Sunbeams danced away, and shadows
Came in purple throngs.

Just as darkness made
All the woodlands drear,
Thro' the trees a golden lantern
Twinkled bright and clear.

'Twas a fire-fly bright,
Like a star he shone;
In the grass he saw the wand'rer
Crying all alone.

"Come, dear baby ant,
I will go before;
Pierce the darkness with my lantern
Bring you to your door."

Safe he led her home
Thro' the grassy wood.
"Thank you," said the ant, "hereafter
I'll be very good."

Directions:

Before the game begins indicate the children who are to take the parts of the ants storing food, the baby ant, the fire-fly, and the child who is to darken the room (if that is practicable).

Verse one:

Children chosen to be ants come into the center of the circle and crawl about on hands and feet pretending to store food.

Verse two:

The baby ant creeps out of the circle while the ants inside hold up fingers and "caution her to stay."

Verse three:

Baby ant creeps about the room.

Verse four:

Child darkens the room. The music becomes soft. Ants in circle lie down and go to sleep. Baby ant creeps into a corner and cries softly.

Verse five:

The fire-fly with little lantern, or candle (if possible) begins to move about.

Verse six:

Fire-fly goes to the corner and finds the little ant.

Verse seven:

Fire-fly bends over the baby ant, holding up his lantern, and sings the verse alone.

Verse eight:

Baby ant follows the fire-fly back to the circle and sings the last two lines of the song.

Quiet moment: (See p. 7)

The story:

Once there was a lion that lived in the forest. All night long he roamed under the trees looking for food for himself and his family. In the daytime he lay in his cave and slept.

One day when he was resting at the door of his home, a little mouse came scampering near. The great lion was fast asleep, and the little mouse was not afraid. He ran and frolicked back and forth around the drowsy lion.

All at once he gave a little squeal. He was held fast under the lion's huge paw. The lion woke with a roar.

"Please, sir, do not hurt me. I didn't mean any harm. I was just

playing about and ran under your paw. If you will let me go, some day I will do something for you."

"What can you do, you tiny little thing? You are so small I could crush you by just turning my paw over."

"But you won't turn it over, please, will you, Mr. Lion?"

"Well, I don't know why I shouldn't. I am sure you are too weak and little to be of use to anybody."

Mr. Lion did raise his paw, though, and the mouse rushed away as fast as his little legs could carry him.

Long months after, one day the lion was crashing through the forest, searching for his food. Suddenly, before he knew it, he was held fast by a net that a hunter had set for him.

He roared and struggled to be free. The more he rolled and tugged, the more tangled up he became. At last he lay still thinking he would never be free again.

"Mr. Lion, Mr. Lion," squeaked a tiny voice not far from his ear.

"What do you want?" roared the angry beast.

"I can set you free if you will let me."

It was the tiny, little field mouse. He bared his sharp teeth, and began to gnaw the net. Soon one strand was broken, then another and another, until the great lion shook himself free.

March to tables: (At signal from piano)

Table-work (sew outline of mouse): (Sitting at tables)

(The materials used by each child are: the pricked outline of a mouse on a gray card; a needle threaded with gray silkateen; a gray mounting card; paste.)

In our story today did the big lion crush the little mouse when he put his paw on it? One day when the lion was caught in a hunter's net

what did the little mouse ~~do~~ ~~for~~ him? Yes, he gnawed the rope and set the lion free.

Let us sew the little mouse on our card.

Mount on gray card. Repeat together the text, "Be not weary in well-doing" (Gal. 6:9).

Closing Service. (See p. 239)

Siemenroth

THE GOOD SAMARITAN

The Man Who Helped a Stranger

SERIES VIII
LESSON XXXVIII

GENERAL THOUGHT:—HELPFULNESS
SPECIAL THOUGHT:—HELPFULNESS OF STRANGER

Teacher's Preparation:—

Read Luke 10:30–37.

Learn all you can of the road between Jericho and Jerusalem.

This a beautiful story and never fails to call forth the sympathy and admiration of the children. Do not make too prominent the passing-by of the priest and Levite. Keep the thought of helpfulness prominent. There is a good opportunity in this lesson to review stories of journeys in previous lessons. See how many the children can remember. See Lessons VII, XVII, XVIII, XX, XXIV, XXIX, XXXII, XXXV.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

What do you suppose our squirrel has in the hole in his tree? Yes, I think perhaps he has some baby squirrels. What a busy little fellow he must be, teaching his babies and bringing them green buds and seeds to eat.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

It is nice to drive in the country. Sometimes the roads are cool and shady, nice and broad and smooth. How many have been driving in the country? I want you now to think of a narrow road in a far-away country. There are no trees near. There are high rocks on one side of the road and a deep valley on the other. Can you see it? The sun is hot and the way is

dry and dusty and lonely. In our story today I am going to tell you of a man who, all alone on foot, traveled this road. (Use finger plays, pp. 203, 33, 114.)

Games: (See pp. 204, 74, 97)

Quiet moment: (See p. 7)

The story:

Once there was a man who went on a lonely journey. When he was far away from his home, out in the country, thieves rushed upon him. They beat him with their sticks. They stole his bundle and his money. They even took his clothes and left him half dead in the road.

There he lay a long time not knowing anything.

By and by a very fine gentleman came along. He saw the man. "Oof! Oof!" he said. "I don't want to touch him. See how dirty he is. He may be dead, too." Then he passed by on the other side of the road.

Very soon another man came near. He started as he saw the man lying in the road. He looked at him. "I am a great scholar," he said. "Why should I bother with a poor wretch like this?" He, too, passed by on the other side.

Not long after, there came a man riding on a donkey. The donkey shied as he almost stepped on the robbed and wounded man lying in the road.

Quickly the donkey's master was off his back. He ran to the stranger; lifted up his head; looked at his wounds; poured in oil and wine. "Poor fellow," he said, "You have been treated shamefully."

He lifted the man up carefully, carried him to his donkey, and put him upon the donkey's back. Very slowly he walked by the side of the donkey, holding the sick man up. Back over the way he took him to a little inn.

"Here is a man I found in the road, almost dead," he said to the innkeeper. "I want you to take him and care for him. Here is money. If he needs anything more than this money will buy, get it for him and when I come again I will pay you."

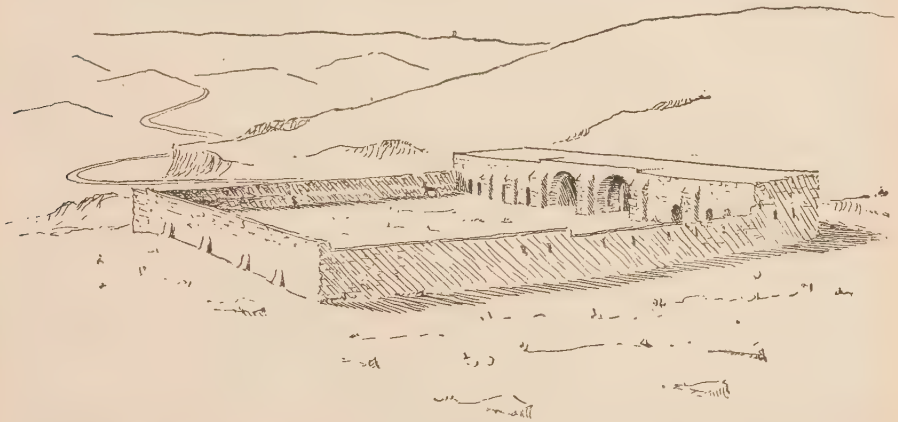
Then the good man took his donkey and rode away.

March to tables: (At signal from piano)

Table-work (represent on sand table): (Sitting at tables)

The materials are: the sand table; four two-inch cubes (part of Second Gift); sixteen bricks (the contents of two Fourth Gifts); five two-inch sticks; a paper donkey. The donkey may be traced and cut or torn free hand. If it seems best the donkey may be represented by a stick.

Let the children stand around the sand table. Distribute the large cubes and the bricks among the children at one end of the sand table. Let the



children who have cubes build an inn, where the teacher directs, by making a large, four-inch cube. Let the children who have bricks make a yard around the inn. Let the rest of the children make a winding road in the sand, extending from the other side of the sand table to the inn and running along the side of the inn. Let them make hills on one side of the road. Give four sticks to as many children. Indicate which person in the story each stick represents. Give one child the donkey. The teacher may use the other stick to represent the inn-keeper. Let the children act out the story and repeat the text, "Be not weary in well-doing."

Closing Service. (See p. 239)

J. de Vriendt

MOSES IS FOUND

What a Little Sister Did

SERIES VIII — General Thought:—Helpfulness
LESSON XXXIX — Special Thought:—Helpfulness of a Sister

Teacher's Preparation:—

Read Exod. 2:1–10.

All children love this story. It can be told very effectively. Bring out the helpfulness of the little sister and lead the children to want to be helpful themselves. Do not try to connect this story with Moses, the man, who led the people out of Egypt. Keep it a simple story of a baby and his sister.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

I am thinking of a little fellow with a red head and a long bill. He goes tap, tap, tap on the trees. What do you think he is doing? He is looking for bugs and worms to eat. See if you can show me how the woodpecker taps on the trees.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Let us talk today a little about babies. Mary and John each has a baby at home. Who else knows any babies? Who of your family loves your baby the best do you think, Mary? What does your mother do for your baby? She washes and dresses and feeds it. What can you do for it? How can you help with the baby? (Use finger plays, pp. 203, 114.)

Games: (See pp. 204, 97)

Quiet moment: (See p. 7)

The story:

There was a new baby in the house and everyone was glad. They were all very sorry, too. You could have seen it in their faces.

"What shall we do, mother?" the sister said. "When the wicked king knows we have a baby boy, he will send and kill him."

"We must not let him know," said the mother.

So they hid the baby for a long time.

"By and by the mother said, "We cannot hide the little fellow any longer. We must think of something to do. You, my daughter, weave a little cradle-basket. I will line it with pitch so that it will be water-tight. Then we will put our baby into it and put it on the river. I know a place where the king's daughter comes to bathe every day. When she sees our beautiful baby, I am sure she will love him, and will not let anyone hurt him."

Not long after this, the king's daughter came down, one day, to take her bath in the river.

"What is that queer basket over there," she said to one of her maids. "Go over and get it and bring it here to me."

The maid ran and brought the basket. She opened it. There was the little baby boy and he was crying.

"Poor little fellow," said the king's daughter. "You don't like to be shut up in that tight little basket. We will take you home and take care of you. I will keep you for my own little boy."

All this time the baby's sister had been peeping and watching.

She came to the king's daughter and bowed low. "Would you like me to get you a nurse for the baby?" she said.

"Yes, I must have someone who knows how to take care of a small baby."

Then the little sister ran and brought her mother.

"Take the baby," the king's daughter said, "and take care of him till he is three years old. Then bring him to me at the palace, well and strong."

March to tables: (At signal from piano)

Table-work (weave basket): (Sitting at tables)

(The materials used by each child are: a dark green weaving mat, seven by seven inches, with slits one inch wide; light green fringe, one inch wide; paste.)

In our story today what did a little girl do for her baby brother? Let us weave a little cradle-basket. Lay the mat on your table. Carefully tear a strip from the light green fringe. Start under the border and weave one over, one under all the way across. Tear off another strip and weave one under, one over all the way across. Weave every other strip in this way until your mat is finished. Then turn onto the other side and neatly paste the loose ends of the strips down onto the border.

Let us now fold the basket. Make the front edge cover the back edge. Crease and open. Turn with the crease running from front to back. Make the front edge cover the back edge. Crease and open. Turn so that one corner lies at the front and one at the back. Alternately fold the four corners to the center like an envelope. Crease very well and open. Notice the two center rows of light green squares. Fold the mat over along the front corners of the squares in the front row. Crease well and open. Fold the mat along the back corners of the light green squares in the back row. Crease well and open. Point to the four creases that form an oblong in the center of the mat. Hold up the right and left sides, the front and back along these creases. Notice the little right-angled triangles at the corners where the sides meet the back and front. Crease these through the center and press them in toward the center of the basket. The sides now connect with the back and front forming the basket. Paste down these corners. Bend over the points at the sides of the basket and bend back the points at the front and back. This is our little cradle-basket. Who can tell me the story? Who remembers our text? "Be not weary in well-doing."

Closing Service:— (See p. 239)

Going for Rebecca

SERIES VIII
LESSON XL

GENERAL THOUGHT:—HELPFULNESS
SPECIAL THOUGHT:—HELPFULNESS OF A SERVANT

Teacher's Preparation:—

Read Gen., chap. 24.

This is an idyllic story of the early patriarchs. Study its setting. Read all you can of the early nomadic life of the forefathers of the children of Israel. The anxiety of the servant to please his master should be clearly shown and the fact that he was interested to do the very best possible for his master's interests.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

(Hold up left arm with fingers extended to represent a tree. Tap upon it with the forefinger of the right hand.) What do you think this is, children? Yes, it is a woodpecker hunting for worms in this tree. Do you think the tree likes to have him? O yes, because the worms eat the tree and kill it.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

I wonder if John ever runs on errands for his mother? Do you, John? Who else does? (Let the children talk but keep them to the subject.) Can you always remember what mother sends you for? Are you always careful to bring just what she tells you to bring? (If preferred, methods of travel may

be discussed and a talk similar to that in Lesson VII be given.) (Use finger plays, pp. 203, 114.)

Games: (See pp. 204, 166)

Quiet moment: (See p. 7)

The story:

One day Abraham sat at his tent door. He looked at the green fields around, at his many tents and great flocks of sheep. He was getting old and he was very rich. He called his servant to him.

"What shall I do?" he said. "I am getting old and am very rich, but I have no wife for my son, Isaac."

"Can I not help you, my master," said the servant.

"Perhaps you can. If I were not so old, I would go, myself, to my old home and bring my son a wife from my own people. I do not want him to marry one of these women who live about here. She would not know our God."

"Why, my master, I can go to your old home for you. I would be glad to go."

"The way is many days across the desert."

"Yes, I know, but I do not mind that, my master."

"Go, then," said Abraham, "into the country of my people, the country from which God led us. Go and bring a wife for my son, Isaac. Go, and our God will guide you."

The next day, with ten camels, the old servant started on his journey across the desert. Each day he traveled and each night he rested under the stars. After many days he came into the country where his master used to live.

He and his camels were very thirsty and tired after their long journey and they waited by a fountain of water to rest. Abraham's servant had no pitcher to draw the water. As he waited he wondered how he would know what maiden to choose for his master's son. Then he remembered that Abraham had said, "God will be with you and show you."

Very soon a young maiden came down to the fountain with a water jar on her shoulder.

"Give me to drink," said the servant.

"I will," said the maiden, "and if you wish I will draw water for your camels."

"This is the maiden for my master," said the old servant to himself.

He gave Rebecca (for that was her name) a beautiful ring and a bracelet.

He went with her to her home. There he told her people that he wanted Rebecca for a wife for his master's son.

"We know Abraham," they said. "He is a relative of ours. We believe God has sent you here. It shall be as Rebecca says."

Rebecca gladly went across the desert on the camels with the old servant to Abraham's tents.

Isaac was watching and saw the camels a long way off. He ran to meet Rebecca. When he saw her he loved her and took her to be his wife.

March to tables: (At signal from piano)

Table-work (tear camel):

(The material used by each child is a sheet of paper on which is drawn a camel. See picture, Lesson VII. The work may be done free-hand. The camels should be mounted on gray cards.)

What did Abraham tell his servant to do? Yes, he told him to take ten camels and go and find a wife for his son, Isaac. Whom did he find? Where did he find Rebecca? What did she offer to do when he asked her to give him a drink? Yes, she offered to water his camels. Did the servant take Rebecca back with him on his camels? Yes, and as soon as Isaac saw her he loved her and took her to be his wife.

Let us tear the camel out of this paper. Commence at the nose and tear across the back first. Tear the entire camel. Mount on your gray card. Repeat together the text, "Be not weary in well-doing."

Closing Service. (See p. 239)

Courtesy of American Tissot Society

Copyright by De Brunoff, 1904

SAMUEL AND ELI

Samuel Helping in God's House

SERIES VIII
LESSON XLI

GENERAL THOUGHT:—HELPFULNESS
SPECIAL THOUGHT:—HELPFULNESS OF LITTLE BOY

Teacher's Preparation:—

Read I Sam., chaps. 1, 2, and 3.

What little children can do to help the church is a very practical topic. Many children have no feeling of reverence for the church because they are allowed too great liberty in the church building. A wholesome sense of part ownership in what should be felt to be "The Father's House" could be very profitably cultivated.

Secure a model of the tabernacle if possible and use it in describing the house of God in which little Samuel helped. (See note, p. 11.)

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

"Buz, buz, buz." What do you think makes a noise like that? What are the bees doing buzzing about in the clover? Yes, they are gathering honey and taking it home to their hives. Who taught them how?

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Who takes care of our church? Yes, the janitor does, and our fathers help to pay him to take care of it. Can we little boys and girls do anything to help? What do you think we can do? We can wipe our feet when we come in. We can be careful of our pictures and books. We can pick up papers if we

see them lying on the floor. This is God's house and we must keep it clean and beautiful for him. He wants us to. (Use finger plays, pp. 181, 203.)

Games: (See pp. 50, 204)

Quiet moment: (See p. 7)

The story:

Once there was a little boy who lived in God's house. His name was Samuel. His mother gave him that name because it meant, heard of God.

For a long time she prayed to God for a baby boy and when God sent him, she called him Samuel. When he was only a little fellow, she took him to God's house and left him. She had promised that she would.

All day long little Samuel was busy about the beautiful place. There were lamps to be lighted, altars to be cleaned, and the great doors to be opened and shut.

Samuel loved his work and the beautiful place where he lived. Most of all, though, he loved the dear, good, old man, Eli, who lived in the house of God with him.

Many times when the work was all done, Samuel sat down by Eli and heard him tell wonderful stories of Abraham and Joseph and Moses. At night when all was dark and quiet, Samuel would creep off to his little bed and sleep quietly till morning.

Once, in the middle of the night, Samuel heard someone calling. He thought it was his old friend, Eli.

He rose up quickly and ran to Eli. "What is it, Eli? What do you want me to do?"

"I did not call you."

"Didn't you? I thought you did."

A second time Samuel heard the call and ran to Eli.

"No, you are mistaken. I did not call."

When Samuel came a third time and said, "I am sure you did call me,"

Eli said, "Samuel, it must be the Lord. If he calls again say 'Speak, Lord for thy servant heareth.' "

So Samuel answered when the call came again. He listened to what the Lord had to say to him. "I want you to do a hard thing for me," said the Lord. "Go to Eli and tell him that because his sons are wicked they cannot live in my house. By and by when he himself is gone someone else will take care of my house, but his sons cannot."

Samuel was not so very big, but when it was light next morning, he arose. He opened the great doors. He lighted the lamps. Then he went to Eli and told him the hard message the Lord had given him in the night.

March to tables: (At signal from piano)

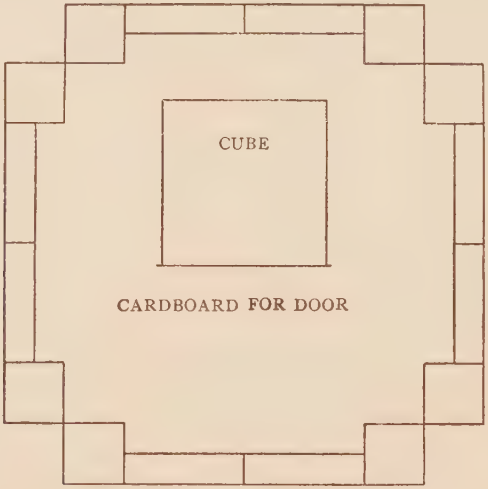
Table-work (*build Tabernacle*):

(The materials used by each child are a two-inch cube from the Second Gift and the Third and Fourth Gifts. See pp. 14, 52.)

Where did little Samuel live? Yes, in God's house. What did he do there to help? He cleaned and lighted the lamps, and opened and closed the doors. When God told him to do some hard things did Samuel do them?

Let us build God's house. Take a brick. Place it in a sitting position, running from left to right, near the back of the table. Place a brick in a similar position, touching it on the right. Place a cube to the right of this brick, with its back face on a line with the back face of the brick. Place a cube in a corresponding position on the left side of the first brick placed. Place a cube in front of the cube at the right and touching the front edge, at the right, of this cube, with its back edge at the left. In front of this cube place a brick in a sitting position, running from front to back. Let its face, on the right, be on a line with the right face of the cube. In front of it place another brick in a similar position. In front of this last brick place a cube, so that its right face is on a line with the right face of the brick. On the left side build a wall to correspond with this wall. Connect the right and left walls by a wall that corresponds with the wall at the back. Opposite the center of the back wall

and about a quarter of an inch in front of it, place the two-inch cube. Place a piece of cardboard two by two inches in front of it for a door. This is the holy place.



Let us pretend that little Samuel is opening the door. Open the cardboard door at the left side. Now he is inside, cleaning and lighting the lamps. Now he is coming out and closing the door. Put the cardboard back in its place. Let us tell the story and say the text, "Be not weary in well-doing."

Closing Service. (See p. 239)

The Little Boy's Bread and Fish

SERIES VIII — General Thought:—Helpfulness
LESSON XLII — Special Thought:—Helpfulness of Little Boy

Teacher's Preparation:—

Read John 6:1–12.

In this lesson not only the helpfulness of the little boy should be brought out but the large results from little deeds of helpfulness should be emphasized. The fact that one can never tell the vast results of small kindnesses and the multiplying power of goodness should be made as clear as possible. A review of the stories in which the Great Teacher appears can be given. See Lessons VIII, XVI, XXII.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

Do you like the bees? Why? Do they do anything to help us? Yes, they make fresh, sweet honey for us. See what busy people they are. As soon as the sun is up they are out and away visiting the flowers and asking them for a little of their sweets.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

Do you think you will go to a picnic this summer? Where is it to be? (If there is to be a Sunday-school picnic let that be the one discussed.) What will you take to eat? Will you take more than enough for just yourself? Wouldn't it be nice if every boy and girl took enough for himself and somebody

else? There may be someone who cannot take anything. (Use finger play, p. 203.)

Game: (See p. 204)

Quiet moment: (See p. 7)

The story:

A small boy with a lunch basket! What a good time he would have! There were two little dried fish and five small, round loaves of bread, like cookies, in his basket. He was going to have a day all to himself. He did not know just what he would do. He was thinking as he ran along the street.

What was that crowd there for? What was everyone doing? Who were they looking at? The boy ran on to see. He was very short and could not see at first. When he had gotten through the crowd to the front, he saw the Great Teacher and his twelve friends getting into a boat on the lake.

The boy stopped with the crowd and watched. When the boat began to move toward the other side of the lake, the crowd followed along the shore. They hurried and soon came to the place where the Great Teacher and his friends were.

The people begged the Teacher to tell them stories as he had done so many times.

All the afternoon he talked to them; told them stories. Talked of the flowers and birds. Told them of the Father in heaven and of how much He loved them.

The little boy listened to every word. He stood in the front of the crowd, quite near to the Great Teacher.

It was beginning to get dark. He heard the friends say to the Teacher, "Send these people away. They are hungry and tired."

"Give them to eat," the Teacher said.

"How can we? We have nothing and there are so many."

"Here is my basket," said the little boy to the Teacher. "There is enough for you and a little for your friends."

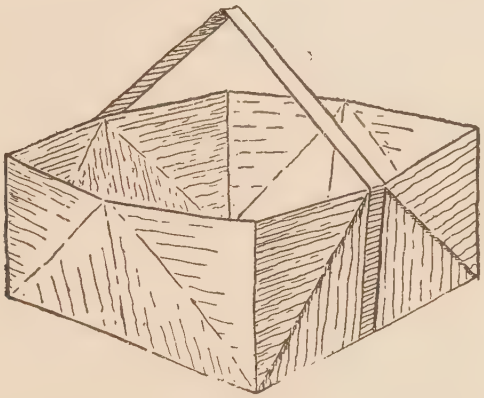
"Command the people to sit down," said the Teacher.

He took the loaves and fish in his hands and prayed. He broke the bread and fish into pieces, and gave to his friends to pass to the people. There was plenty for all and to spare.

March to tables: (At signal from piano)

Table-work (fold paper basket): (Sitting at tables)

(The materials used by each child are: a four-inch square of yellow paper; a gummed, yellow, paper strip, five inches long; paste.)



What did the little boy have in his basket? What was he going to do with it? What did he do with it? Can you tell the story, Mary?

Let us each make a little basket. Fold the front edge of your paper to cover the back edge. Crease and open. Lay the paper with the crease running from front to back. Fold the front edge to cover the back edge. Crease and open. Fold the right-hand corner at the front to cover the left-hand corner at the back. Crease and open. Fold the left-hand corner at the front to cover the right-hand corner at the back. Crease and open. Fold all the corners, alternately, to the center to form an envelope. Turn on the

opposite side. Again fold all the corners to the center. Crease well and unfold the paper. Point to the creases that form a small square at the center. Stand the paper up about these creases and crease again thoroughly. Press out the four corners and crease them diagonally across. Fold them over and paste them down, two on the back and two on the front sides, of the little basket. Paste the ends of the gummed strip on the back and front sides between the points of the pasted corners, to make the handle.

(Retell the story and repeat the text, "Be not weary in well-doing.")

Closing Service. (See p. 239)

Who Shall Be First?

SERIES VIII — General Thought:—Helpfulness
LESSON XLIII — Special Thought:—Helpfulness of Great Teacher

Teacher's Preparation:—

Read John 13:1–17.

Read what you can of sandals and the custom of foot-washing in an oriental house. Make the children understand how necessary it is in eastern countries and how much it adds to comfort as well as to cleanliness.

This lesson presents the climax of the group of stories on helpfulness. The story shows the Great Teacher and Master serving his friends. Jesus taught the world that true greatness and strength lie in service not in tyranny. Try to teach the children the beauty of helpfulness. Review again the stories of the Great Teacher. See Lessons VIII, XII, XXII, XLII.

Greetings:— (See p. 233)

Beauty and Praise Service:— (See p. 237)

A bit of nature:

I am thinking of a friend of yours. I wonder if you can guess who it is? She is large and very gentle. She has soft brown eyes and a short silky coat. All day she is in the meadow cropping the grass and at night she goes home to the barn. When we are in the country we see her. She gives us white, creamy milk for our supper.

Work and Play Period:—

Preparatory talk and play: (Sitting in circle)

What kind of shoes do you wear in the summer-time? Some of us wear low shoes. Did you ever wear sneeks? They are very low shoes, aren't

they? In a very hot country far, far away across the sea there lives a people who never wear high shoes. They never wear stockings either. When they come into the house they pull off their sandals, for that is what they call their low shoes, and because their feet are always hot and dusty they wash them before stepping upon the carpet. (Use finger plays, pp, 114, 203.)

Games: (See pp. 204, 74, 97)

Quiet moment: (See p. 7)

The story:

Once the friends of the Great Teacher were quarreling. He watched them for some time and then he called them to him.

"What are you quarreling about?" he said.

They did not like to tell him.

"You are quarreling because each of you wants to be the greatest; aren't you?" he said.

"Yes," they said; and they were ashamed.

"That is the way wicked men do," he said. "They quarrel to be greatest. It must not be so with my friends."

One evening, very soon after, the Great Teacher and his friends were eating supper together. It had been a hot day, and they were dusty and tired. There was no servant in the house to bring them water for washing. Everyone loved the Great Teacher, but no one thought to bring water for him.

When the supper was over, the Teacher went out and brought water and a towel. He kneeled in front of each of his friends and began to wash the dust from their feet.

"No! No!" each one said. "You must not do it. Let me do it. Let me do it."

"No," said the Teacher. "I must do it for you. Do you remember how you quarreled the other day? Do you remember how each one wanted to be greatest? Do you love me?"

"Yes! Yes! Yes!"

"Am I your master and teacher?"

"Yes! Yes! Yes!"

"I am your master and teacher, but I am washing your feet. You should help each other. You should do kind things and hard things for each other. He that would be greatest must help others. He must not try to be first."

When the Great Teacher had gone to heaven, his friends often thought of the time when he washed their feet and wiped them with a towel.

March to tables: (At signal from piano)

Table-work (fold towel): (Sitting at tables)

(The materials used by each child are: an oblong piece of manila paper, six by nine inches; gray mounting card; scissors instead of fingers if preferred.)

What did the Great Teacher tell his friends when he found them quarreling about who should be greatest? What did he do? Yes, he took a towel and washed and wiped their feet. He told them that he who would be greatest must not be the first but must help others and do hard things for them.

Let us make a towel. Place the paper with its long edges running from front to back. Fold the front edge of the paper back about an inch. Crease and open. Do the same with the back edge. Commencing at the front edge at the left, with the fingers, tear fringe. Make the tears about an eighth of an inch apart and not longer than one inch, or as far as the crease. After tearing the fringe on the front edge turn and tear the back fringe. Place the paper on the table again, with long edges running from front to back. Fold the right edge over two-thirds of the paper. Crease. Fold the left edge over to the folded right edge. Crease. Fold the fringe at the front over the fringe at the back. Mount the folded towel upon the mounting card.

(Retell the story and repeat the text, "Be not weary in well-doing.")

Closing Service. (See p. 239)

Greetings

Note:—

These exercises should be entered into with zest and spirit. They should be characterized by an active, joyous feeling of fellowship and good will. They are the social services. The directing teacher should lead them as well as all of the exercises of the day. The assisting teachers should further the work and help her in every way possible. They should join in all the general exercises as if they were children, but be responsible for the conduct and work of a certain group of pupils. On Sundays when there are no new children to welcome, no birthday or cradle-roll exercises, the time may be spent teaching songs, reviewing stories, etc.

Responses:— (Sitting in circle)

Teacher: Good-morning, children. (Or afternoon.)

Children: Good-morning, Miss ———.

Song: (Standing in circle)

(For music, see p. 255)

Good morning, good morning,
We've come here today
To work and to worship,
To sing and to play.

Welcome to New Pupils:— (Sitting in circle)

(When there are new pupils the teacher may introduce them by name, shake them by the hand, and have the children say, "Good-morning, Mary or John." Children love such little ceremonies.)

Song: (For music, see p. 255)

We greet you, we greet you,
We ask you to stay,
To join in our worship,
Our work and our play.

Cradle-Roll Exercise:—

(One Sunday in the month Babies' Day may be celebrated. Babies connected with the school may be invited to the opening exercises of the kindergarten on that day. See Introduction, p. oo.)

Verse: (By teacher)

Oh! what would the world be to us
If the children were no more?
We should dread the desert behind us
Worse than the dark before.

Cradle ceremony:

(The names of new babies becoming members of the Cradle Roll, written upon cards, are at this time to be tied to the little cradle provided for this purpose, or may be placed upon the Cradle-Roll list.)

(For music, see p. 246)

Cradle song: (Standing. One rocking cradle)

Another child has come to earth,
We sing it lul-la-by;
We greet with joy its happy birth
Lul-la-by, lul-la-by.
By-low, by, by-low, by,
By-low, by-low, by.

Heavenly Father, teach and guide him, (Heads bowed)
As he grows from day to day,
Like the Christ-child, keep him ever
Helpful, loving, strong, and free.

Responses: (Sitting)

Teacher: What is the road to slumber land,
And where does the baby go?

Children: The road lies straight through mother's arms
When the sun is bending low.

Teacher: Who is the queen of baby-land?

Children: Mother, kind and sweet,
And her love, born above,
Guides the little feet.

Prayer: (Repeated line by line, after the teacher)

God bless the babies on our Cradle Roll.
Bless them and keep them throughout each day.
Watch them in daylight, and guard them in darkness.
May they grow gentler and sweeter each day.
Amen.

Birthday Offering:—

(When a child has a birthday during the week, he may bring as many pennies as he is years old on Sunday and drop them, one by one, the children counting, into a birthday-collection box. The child may stand in the center of the circle during the exercise. Have birthday candles burning and, at the close of the school, present the child with a birthday card.)

Poem: (Repeated, line by line, after the teacher)

The happy years like singing birds
Are flying swiftly by.
Another one is passed and gone
And brought the birthday nigh.
How many now have passed away?
How old are you, dear ——— today?

Pennies dropped: (Children counting)

Song: (For music, see p. 255)

Glad birthday we wish you.
We count your years o'er
And wish for you many,
Long, happy ones more.

Prayer: (Repeated after teacher)

We thank Thee, heavenly Father,
For all the loving care,
That thou hast given ———,
At home and everywhere.

For ——— years Thou hast guarded him (or her)
Asleep, at work, at play.
Oh, Father, love and care for him,
On this and every day. Amen.

Weekly Offering:—

(The pennies may be dropped into several boxes—designated for special objects—as the children march. The children should be reminded before starting to decide into which boxes they wish to drop their pennies, that there may be no delay. The boxes may be held by appointed children or placed upon a table. See Introduction, p. xxi.)

Song: (Sung while marching)
(For music, see p. 248)

Hark! to the music
Calling us softly,
"Come bring your gifts of love.
Bring them with singing,
Asking a blessing
Of the dear Lord above."

Chorus:
Cheerfully giving,
Joyfully giving,
Out of our little store,
Lord, when we're older,
We shall be happy
If we can give Thee more.

Off'rings we're bringing,
Gifts for the many
Little ones far and wide,
Over the ocean,
Out on the prairie,
Close by the mountain side.
Chorus.

Bless us, Thy children,
Bringing our offering,
Father in heaven, we pray,
May we be gentler,
Sweeter and kinder,
Pleasing Thee every day.
Chorus.

Prayer: (Heads bowed. Standing behind chairs)

Dear Father, bless our pennies,
Give them something sweet to do.
May they help someone to love Thee.
Father, may we love Thee, too. Amen.

Marching continued. (Return to circle)

Beauty and Praise Service

Note:—

This is the distinctively devotional part of the exercises of the day. It should be carried on with seriousness and solemnity—according to children's standards. The responses and prayer may be sung when the words are thoroughly familiar and the teacher wishes to introduce a little variety.

Responses: (Sitting in circle)

(For music, see p. 250)

Teacher: Oh, what can little hands do,
To please the King of heaven?

Children: The little hands some work may try
That will some simple want supply.

All: Such grace to mine be given,
Such grace to mine be given.

A bit of nature: (See lesson for day)

(A fitting nature lesson is suggested for each day and is meant to introduce an appropriate season suggestion, suitable to the theme of the day, and to direct the children's thoughts to God, the Father and Maker of all.)

All: God only is the maker
Of all things near and far,
He paints the sunset glory,
He lights the evening star.

(Standing)

Hymn: (For music, see p. 257)

(Later the hymn, "From the Bright Blue Heavens," p. 245, may be used)

Little lambs so white and fair,
Are the shepherd's constant care;
Now he leads their tender feet
Into pastures green and sweet.

Now they listen and obey,
Following where he leads the way;
Heavenly Father, may we be
Thus obedient unto Thee.

Introduction to prayer: (With motions. Sitting)

We fold our hands that we may be
From earthly work and care set free;
We bow our heads as we draw near
The King of kings, our Father, dear;
We close our eyes that we may see
Naught to take our thoughts from Thee."

Prayer: (For music, see p. 257)

Father dear, in heaven,
Hear us as we pray;
Teach us how to serve Thee
In our work and play.

May we be more gentle,
Thoughtful, kind, and true
To our loving parents,
Friends and playmates, too.

Closing Service

Marching: (Return to circle. Sit in chairs)

Story retold: (By children)

(Let the children act out the story whenever possible. The teacher may suggest ways of doing this; either by arm or finger motions, or by impersonation—the children being selected to represent the various figures or characters in the story.)

In a short session this may be omitted.

Prayer:

Lord, we thank Thee, for this day,
For these hours of work and play,
For the shining sun above,
For Thy great and tender love.
Help us, Lord, Thy will to do.
Make us loving, kind and true. Amen.

Song: (Standing)
(For music, see p. 254)

Good-bye, good-bye, till we meet again,
Good-bye, good-bye, till we meet again,
Good-bye, good-bye, till we meet again,
Till we meet again.

May the Father guide our feet, (Softly, with heads bowed)
Keep our lips from all deceit,
And our hearts be pure and sweet,
Till we meet again.
Good-bye, good-bye, etc. (Repeat first stanza)

Responses:

Teacher: "Teach me Thy will, O God."
Children: "Lead us in a plain path."
Teacher: Good-bye, children.
Children: Good-bye, Miss ———.
Dismission.

List of Illustrations

		PAGE
The Shepherd and His Flock	*Mauve*	*Frontispiece*
The Good Shepherd	*Molitor*	2
Young David	*Gardner*	16
Living in Tents		30
On a Journey	*From photograph*	38
Bread-Making	*From photograph*	54
Oriental Houses	*From photograph*	48
Building	*Tissot*	60
Beggars by the Wayside	*From photograph*	66
Joseph Telling His Dreams	*Tissot*	78
The Holy Night	*Correggio*	84
Flight Into Egypt	*Lietzen-Mayer*	94
The Fountain at Nazareth	*From photograph*	100
Jerusalem in the Time of Christ	*Selous*	104
Joseph Meeting His Father	*Chopin*	112
David Slings the Stone	*Tissot*	132
Winged Bull from Khorsabad		138
Daniel	*Rivière*	144
The Aurora	*Reni*	156
Building the Ark	*Tissot*	164
Squirrels	*Carter*	178
The Three Marys on Easter Morning	*Peschel*	186
Christ's Ascension	*Biermann*	192
The Lion at Home	*Bonheur*	200
The Good Samaritan	*Siemenroth*	208
Moses Is Found	*Vriendt*	212
Samuel and Eli	*Tissot*	220

Music

			PAGE
From the Bright Blue Heavens	*C. Reinecke, arr. by H. H. Brown*	(237)	245
Cradle-Roll Song	*F. S. Knowlton*	(234)	246
Offering Song	*Chlora Seibold*	(236)	248
Little Birds Sleep Sweetly	*John Hullah*	(114)	249
Oh, What Can Little Hands Do?	*Arr. by Myra Rowland*	(237)	250
Soldier Boy	*Bessie Kelly*	(127)	251
Happy Brothers and Sisters	*Old French Lullaby*	(97)	252
The Shepherd and His Flock	*Chlora Seibold*	(6)	253
Good-Bye, Good-Bye	*Charles E. Neal*	(239)	254
Greeting Songs	*Chlora Seibold*	(233)	255
A Friend in Need	*Carl Wilhelm*	(204)	256
Prayer	*Chlora Seibold*	(238)	257
Little Lambs	*H. J. Gauntlett*	(237)	257
The Church	*Eleanor Smith*	(50)	258
The Caterpillar	*Eleanor Smith*	(151)	260
The Little Gardener	*Carl Reinecke*	(203)	261
The Stream		(74)	262
Wake Up, Wake Up	*Wm. J. Kirkpatrick*	(166)	264
The Lambs	*Emilie Poulsson*	(5)	266
The Squirrel	*Emilie Poulsson*	(33)	268
To Bring God's Love	*Julia A. Hidden*	(79)	270

List of Song-Books

SMITH, *Songs for Little Children* (Thomas Charles).

BLOW, *Songs and Music of Froebel's Mother Play* (D. Appleton).

KIRKPATRICK, *Sacred Songs for Little Voices*, No. 1 (Hope Publishing Co.).

HUBBARD, *Merry Songs and Games* (Balmer & Webber Music House Co.).

POULSSON, *Finger Plays* (Lothrop, Lee, & Shepard Co.).

SMITH, *The Modern Music Series, Primer* (Silver Burdett & Co.).

HOFER, *Primary and Junior Songs* (Clayton F. Summy Co.).

ROWLAND, *Childhood Songs* (A. J. Rowland).

HULL, *Many Little Voices* (Asa Hull); *The New Hosanna* (The New-Church Board of Publication).

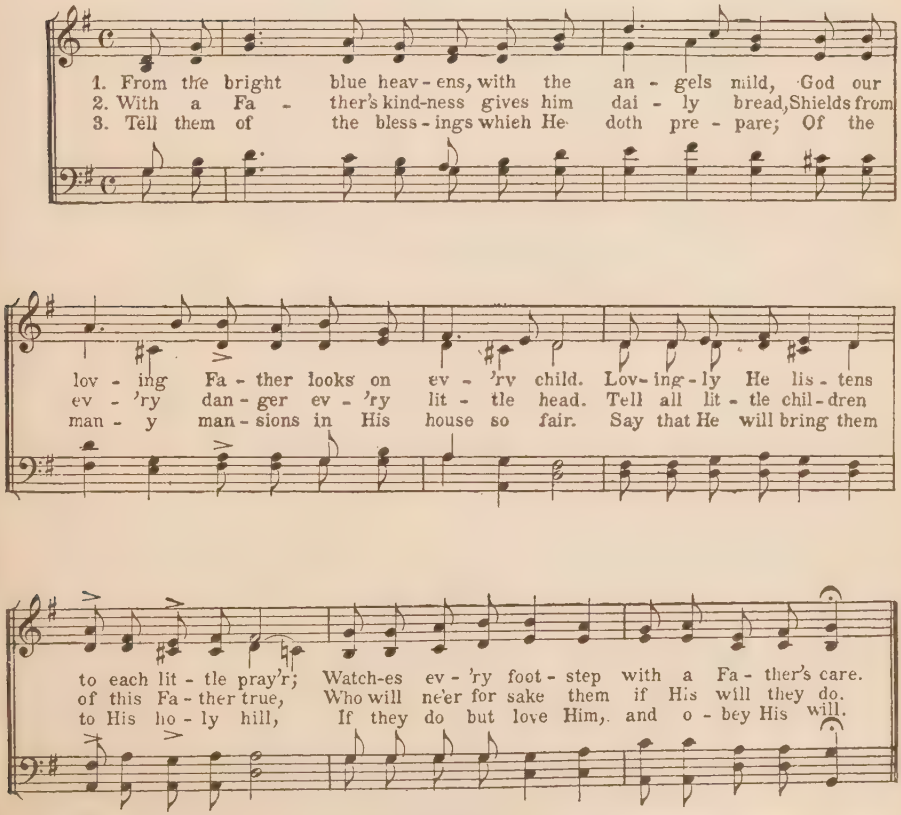
Kindergarten Review (Milton Bradley Co.).

BURNHAM, *Rhymes for Little Hands* (Milton Bradley Co.). (No music.)

SONGS

Songs

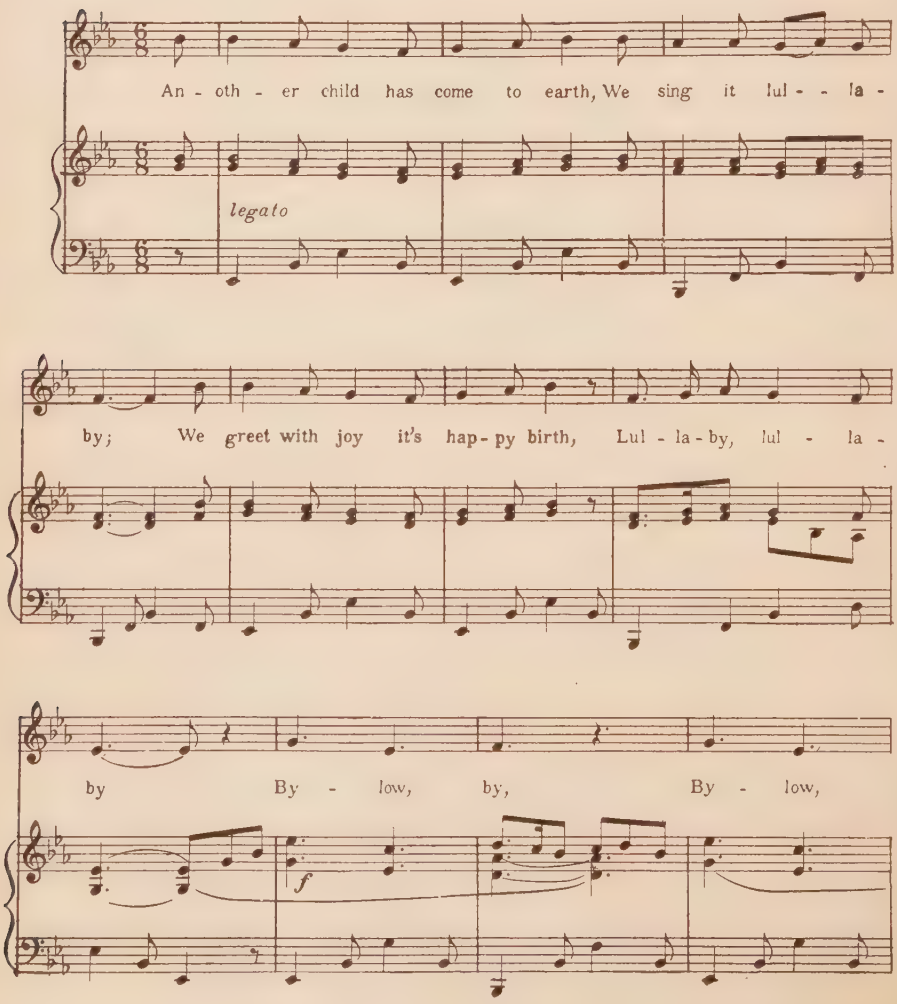
REV. J. R. FROM THE BRIGHT BLUE HEAVENS C. REINECKE

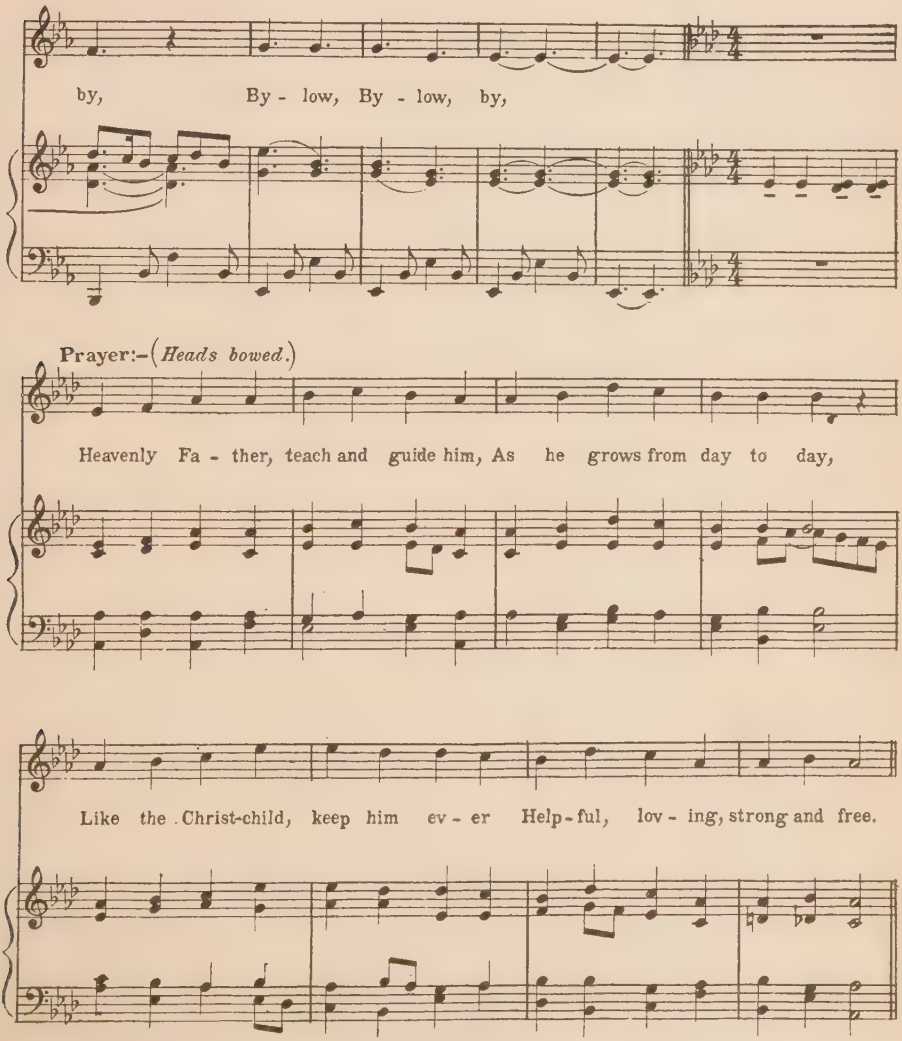

1. From the bright blue heav - ens, with the an - gels mild, God our
2. With a Fa - ther's kind-ness gives him dai - ly bread, Shields from
3. Tell them of the bless - ings which He doth pre - pare; Of the
lov - ing Fa - ther looks on ev - 'ry child. Lov - ing - ly He lis - tens
ev - 'ry dan - ger ev - 'ry lit - tle head. Tell all lit - tle chil - dren
man - y man - sions in His house so fair. Say that He will bring them
to each lit - tle pray'r; Watch-es ev - 'ry foot - step with a Fa - ther's care.
of this Fa - ther true, Who will ne'er for sake them if His will they do.
to His ho - ly hill, If they do but love Him, and o - bey His will.

Copyright, 1887, by A. H. Francis, Boston. Used by permission. Arr. by H. H. Brown for "The New Hosanna."

CRADLE-ROLL SONG

F. S. KNOWLTON


An - oth - er child has come to earth, We sing it lul - - la -
legato
by; We greet with joy it's hap-py birth, Lul - la-by, lul - la -
by By - low, by, By - low,
f


by, By - low, By - low, by,
Prayer:-(Heads bowed.)
Heavenly Fa - ther, teach and guide him, As he grows from day to day,
Like the Christ-child, keep him ev - er Help-ful, lov - ing, strong and free.

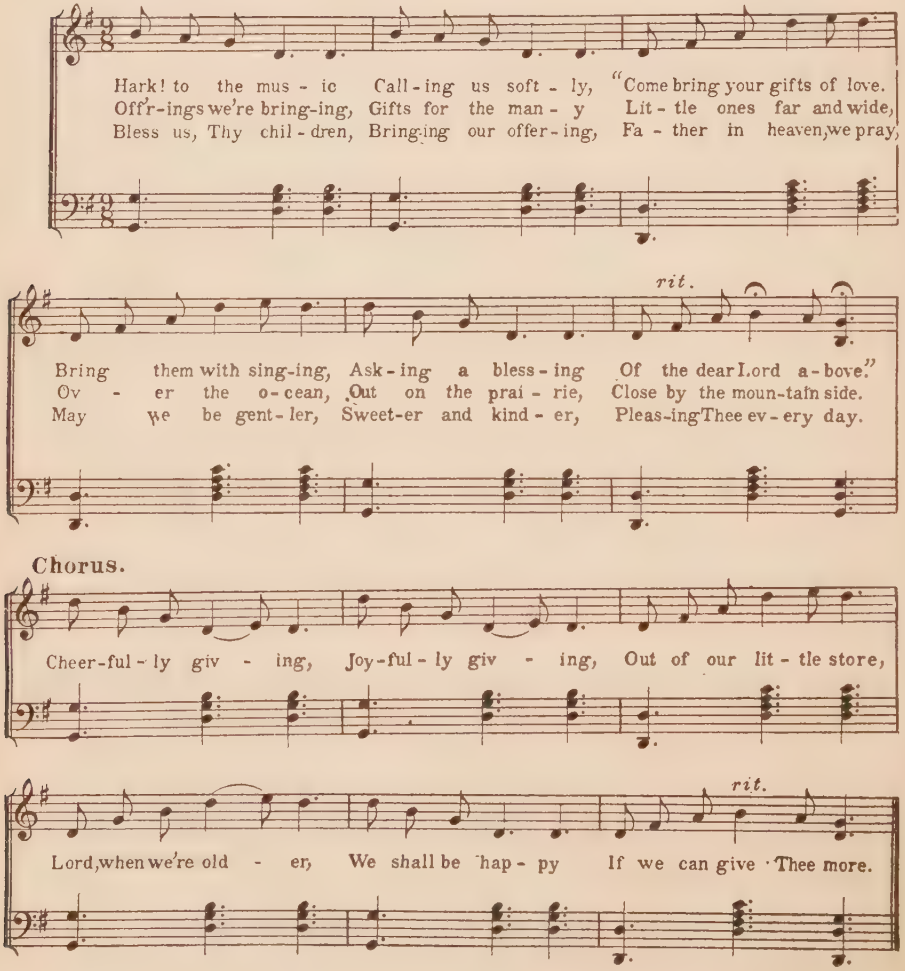
From "Primary and Junior Songs." Copyrighted by Mari Hofer. Used by permission.

C. S. FERRIS

OFFERING SONG

CHLORA N. SEIBOLD

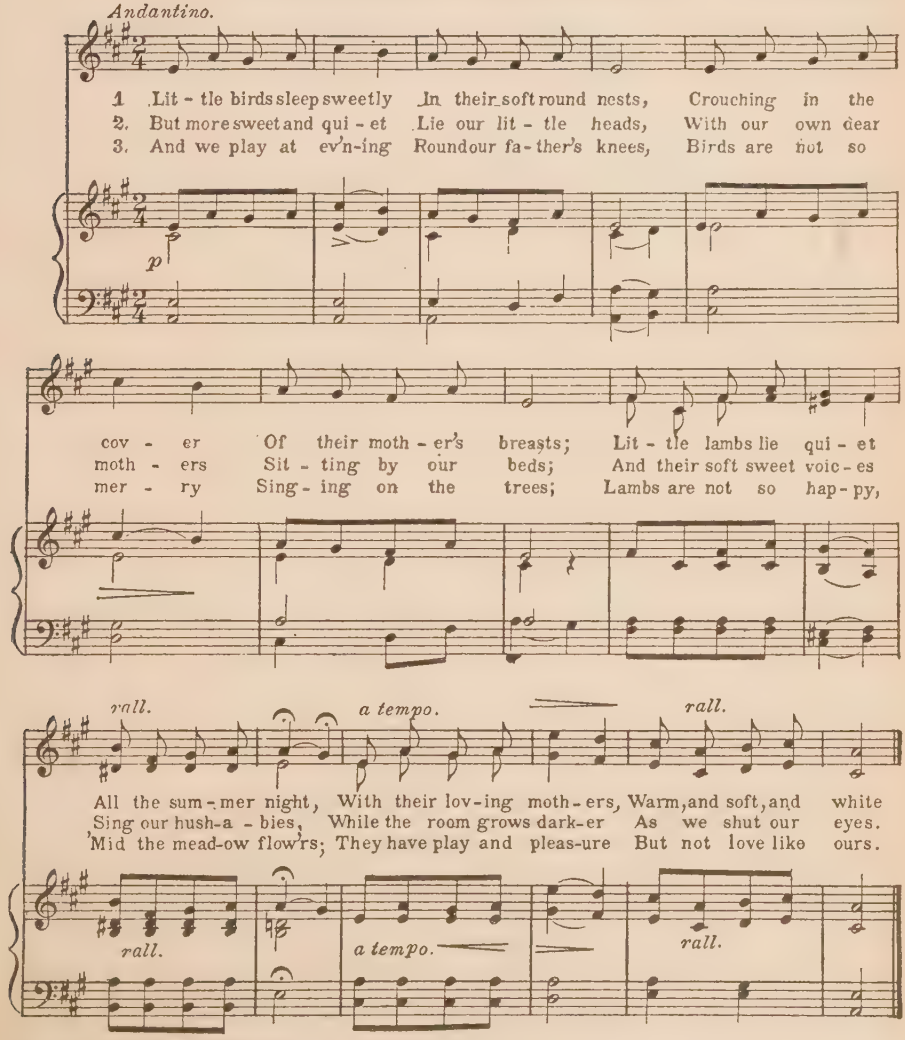
Joyfully.


Hark! to the mus - ic Call - ing us soft - ly, "Come bring your gifts of love.
Off'r-ings we're bring-ing, Gifts for the man - y Lit - tle ones far and wide,
Bless us, Thy chil - dren, Bring-ing our offer - ing, Fa - ther in heaven, we pray,
rit.
Bring them with sing-ing, Ask - ing a bless - ing Of the dear Lord a - bove."
Ov - er the o - cean, Out on the prai - rie, Close by the moun-tain side.
May we be gent - ler, Sweet-er and kind - er, Pleas-ing Thee ev - ery day.
Chorus.
Cheer-ful - ly giv - ing, Joy-ful - ly giv - ing, Out of our lit - tle store,
rit.
Lord, when we're old - er, We shall be hap - py If we can give Thee more.

Copyright by The University of Chicago.

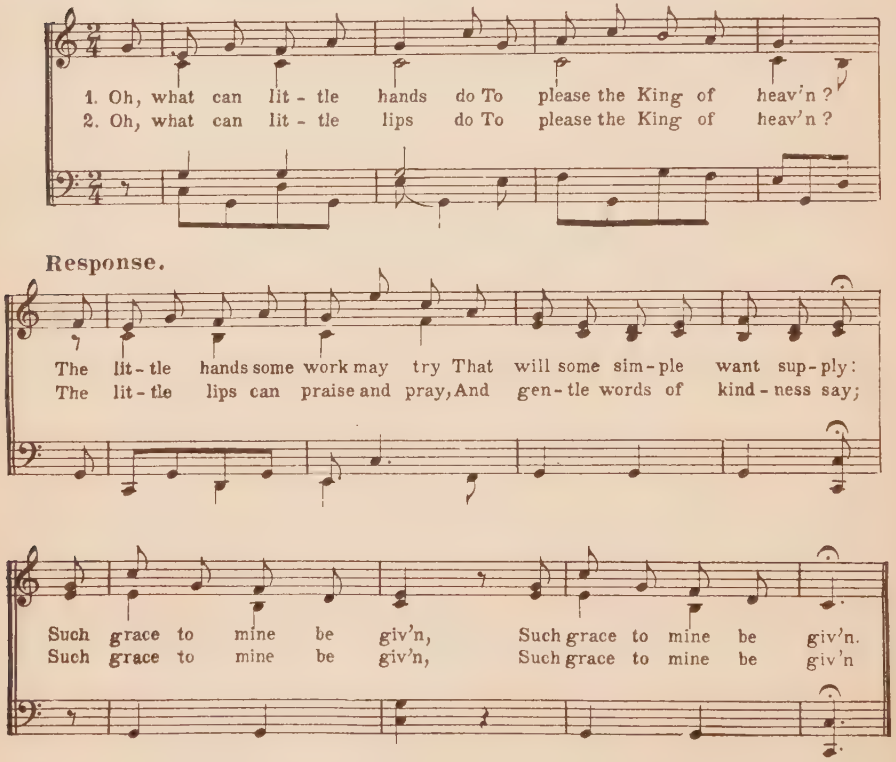
LITTLE BIRDS SLEEP SWEETLY

JOHN HULLAH


Andantino.
1. Lit - tle birds sleep sweetly In their soft round nests, Crouching in the
2. But more sweet and qui - et Lie our lit - tle heads, With our own dear
3. And we play at ev'n-ing Round our fa-ther's knees, Birds are not so
p
cov - er Of their moth - er's breasts; Lit - tle lambs lie qui - et
moth - ers Sit - ting by our beds; And their soft sweet voic - es
mer - ry Sing - ing on the trees; Lambs are not so hap - py,
rall.
a tempo.
rall.
All the sum - mer night, With their lov-ing moth - ers, Warm, and soft, and white
Sing our hush-a - bies, While the room grows dark-er As we shut our eyes.
'Mid the mead-ow flow'rs; They have play and pleas-ure But not love like ours.
rall.
a tempo.
rall.

From "Hymns for Little Children."

OH, WHAT CAN LITTLE HANDS DO?


1. Oh, what can lit - tle hands do To please the King of heav'n ?
2. Oh, what can lit - tle lips do To please the King of heav'n ?
Response.
The lit - tle hands some work may try That will some sim - ple want sup - ply:
The lit - tle lips can praise and pray, And gen - tle words of kind - ness say;
Such grace to mine be giv'n, Such grace to mine be giv'n.
Such grace to mine be giv'n, Such grace to mine be giv'n

3

Oh. what can little eyes do
To please the King of heaven?
The little eyes can upward look,
Can learn to read God's holy book:
Such grace to mine be given,
Such grace to mine be given.

4

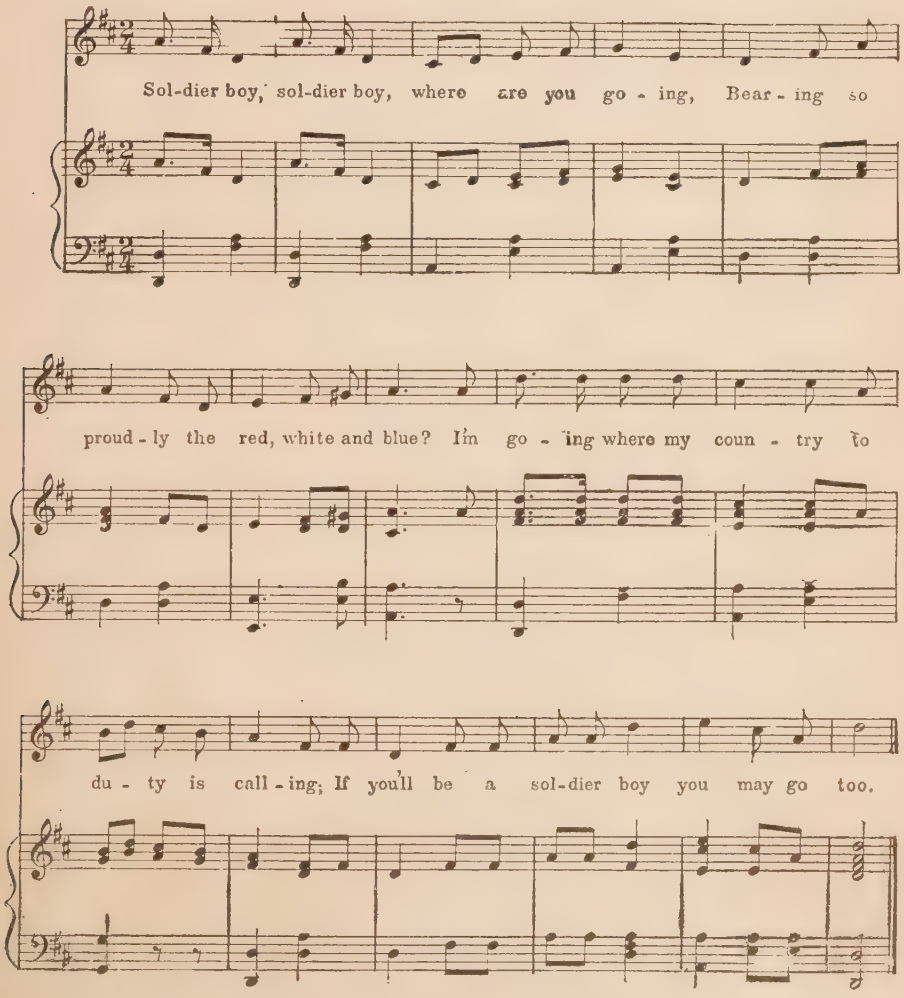
Oh, what can little hearts do
To please the King of heaven?
Young hearts, if he his Spirit send,
Can love their Maker, Savior, Friend:
Such grace to mine be given,
Such grace to mine be given.

Adapted from the Swedish by Myra Rowland in "Childhood Songs." Copyrighted by A. J. Rowland. Used by permission.

Adapted

SOLDIER BOY

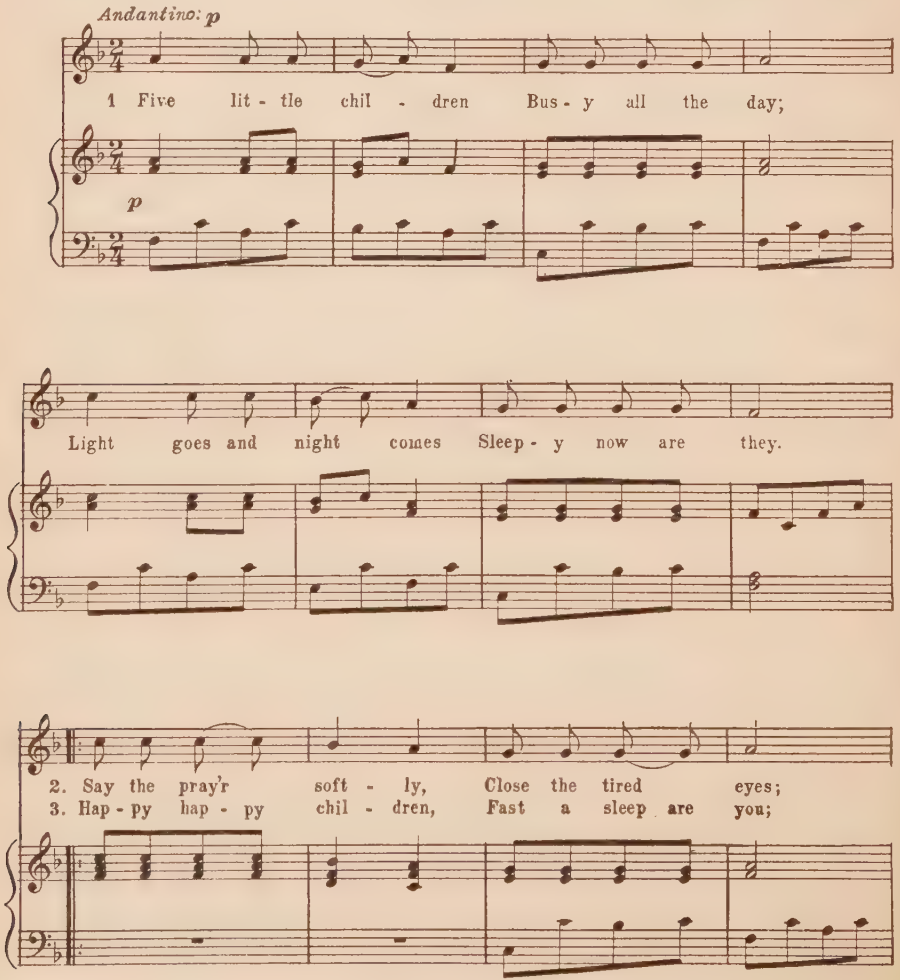
BESSIE KELLY

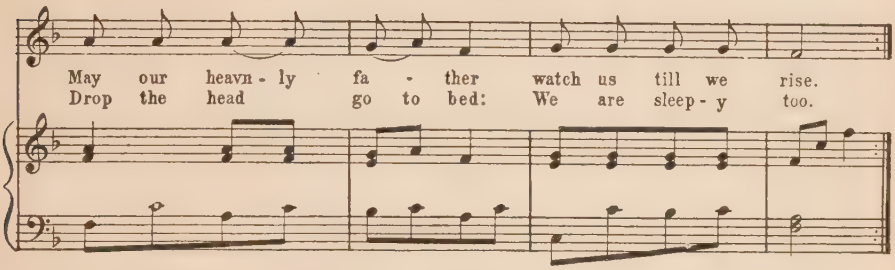

Sol-dier boy, sol-dier boy, where are you go - ing, Bear - ing so
proud - ly the red, white and blue? I'm go - ing where my coun - try to
du - ty is call - ing; If you'll be a sol-dier boy you may go too.

From "Kindergarten Review." Copyrighted by Milton Bradley Co. Used by permission.

THE HAPPY BROTHERS AND SISTERS

LAURA E. RICHARDS — Old French Lullaby


Andantino: p
1 Five lit - tle chil - dren Bus - y all the day;
p
Light goes and night comes Sleep - y now are they.
2. Say the pray'r soft - ly, Close the tired eyes;
3. Hap - py hap - py chil - dren, Fast a sleep are you;

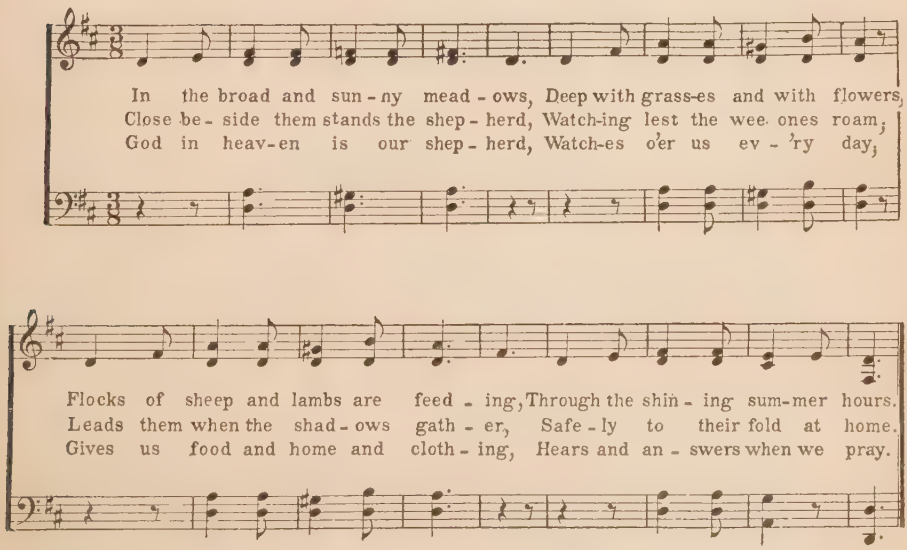


From Songs and Music of Froebel's "Mother Play." Copyrighted by D. Appleton Co. Used by permission.

C. S. FERRIS

THE SHEPHERD AND HIS FLOCK

CHLORA N. SEIBOLD

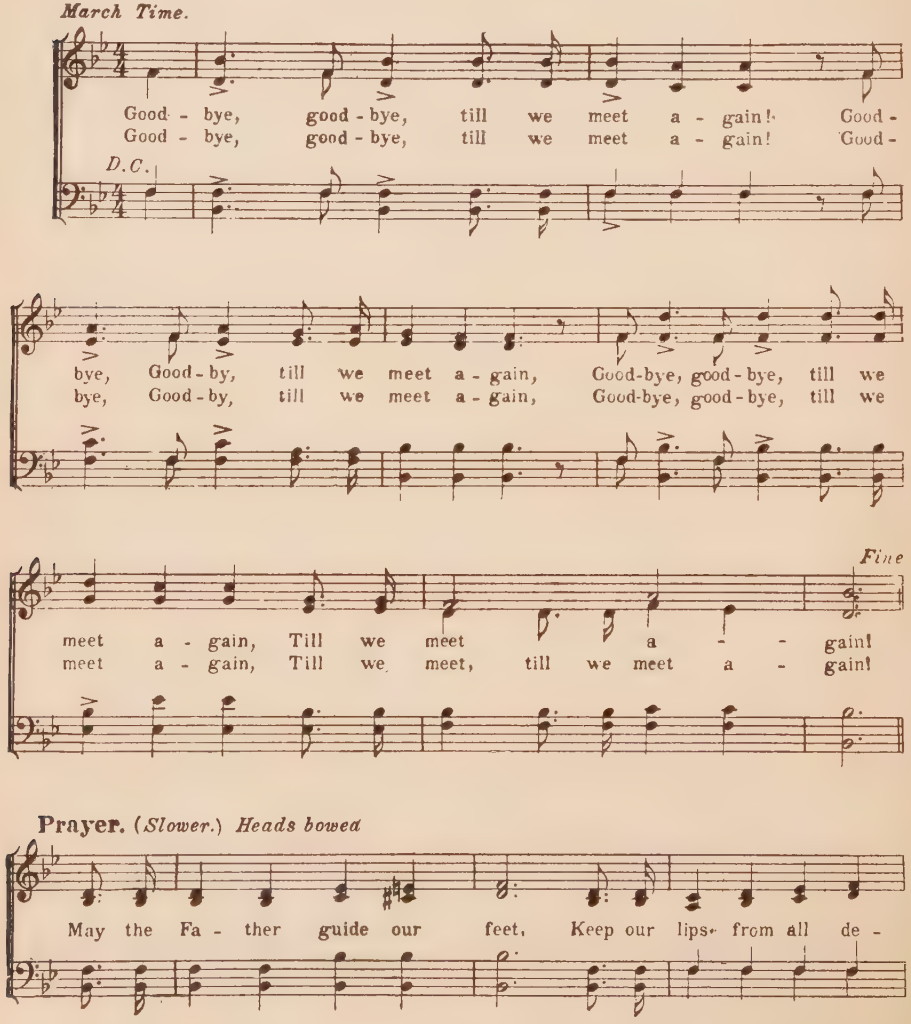

In the broad and sun - ny mead - ows, Deep with grass-es and with flowers,
Close be - side them stands the shep - herd, Watch-ing lest the wee ones roam;
God in heav-en is our shep - herd, Watch-es o'er us ev - 'ry day;
Flocks of sheep and lambs are feed - ing, Through the shin - ing sum-mer hours.
Leads them when the shad - ows gath - er, Safe - ly to their fold at home.
Gives us food and home and cloth - ing, Hears and an - swers when we pray.

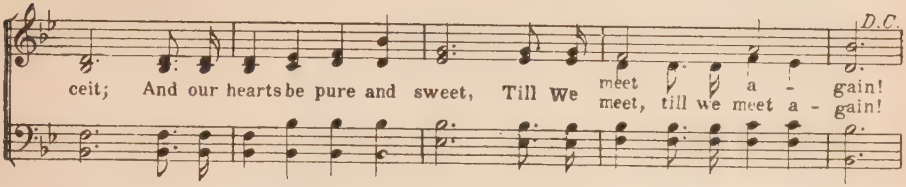
Copyright 1909 by The University of Chicago.

CHARLES E. NEAL

GOOD-BYE, GOOD-BYE

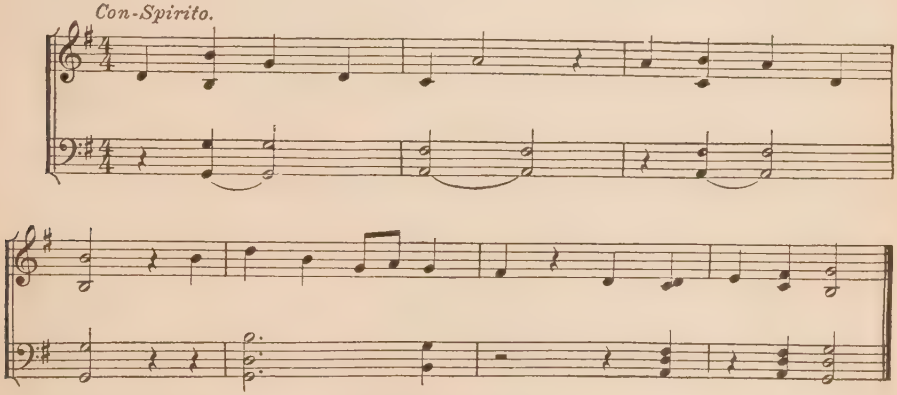
CHARLES E. NEAL


March Time.
Good - bye, good - bye, till we meet a - gain! Good -
Good - bye, good - bye, till we meet a - gain! Good -
D.C.
bye, Good - by, till we meet a - gain, Good-bye, good - bye, till we
bye, Good - by, till we meet a - gain, Good-bye, good - bye, till we
Fine
meet a - gain, Till we meet a - - gain!
meet a - gain, Till we meet, till we meet a - gain!
Prayer. (Slower.) Heads bowed
May the Fa - ther guide our feet, Keep our lips from all de -



From "Many Little Voices." Copyrighted by Asa Hull. Used by permission.

C. S. FERRIS CHLORA N. SEIBOLD



GREETING SONG

Good morning, good morning,
We've come here today
To work and to worship,
To sing and to play.

WELCOME SONG

We greet you, we greet you,
We ask you to stay.
To join in our worship
Our work and our play.

BIRTHDAY GREETING

Glad birthday we wish you.
We count your years o'er
And wish for you many,
Long, happy ones more.

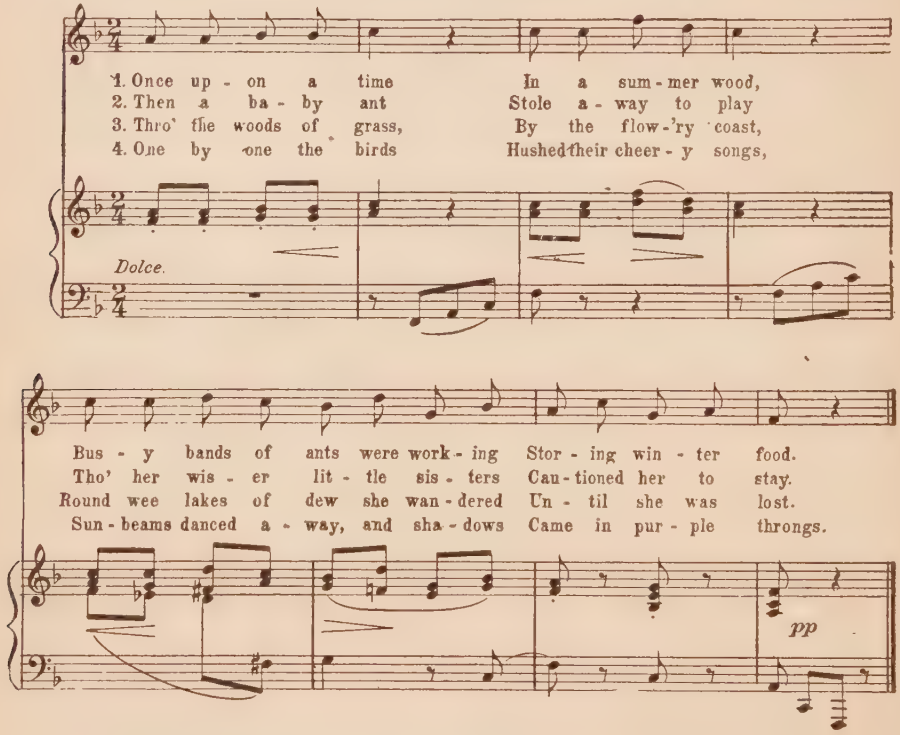
(All sung to the same music.)

Copyright 1909 by The University of Chicago

FREDERICK MANLEY

A FRIEND IN NEED

CARL WILHELM


1. Once up - on a time In a sum - mer wood,
2. Then a ba - by ant Stole a - way to play
3. Thro' the woods of grass, By the flow - 'ry coast,
4. One by one the birds Hushed their cheer - y songs,
Dolce.
Bus - y bands of ants were work - ing Stor - ing win - ter food.
Tho' her wis - er lit - tle sis - ters Cau - tioned her to stay.
Round wee lakes of dew she wan - dered Un - til she was lost.
Sun - beams danced a - way, and sha - dows Came in pur - ple throngs.
pp

5

Just as darkness made
All the woodlands drear,
Thro' the trees a golden lantern
Twinkled bright and clear.

6

'Twas a fire-fly bright,
Like a star he shown;
In the grass he saw the wand'rer
Crying all alone.

7

"Come dear baby ant,
I will go before;
Pierce the darkness with my lantern
Bring you to your door."

8

Safe he led her home
Thro' the grassy wood.
"Thank you," said the ant, "hereafter
I'll be very good."

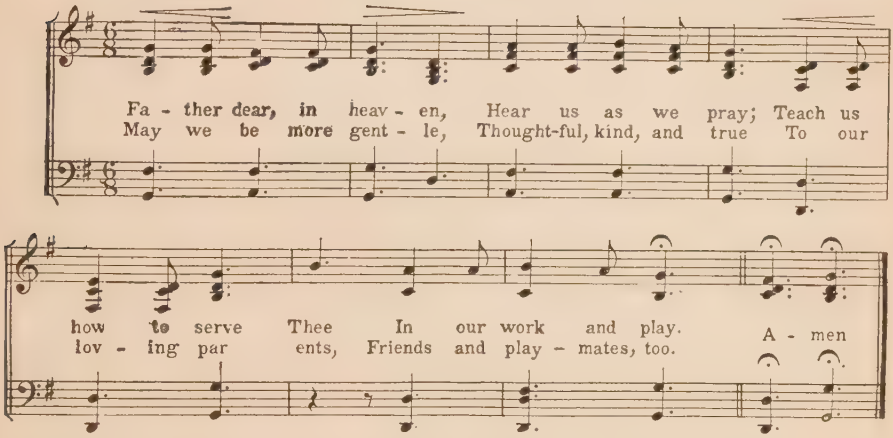
Copyright 1901 by Silver, Burdette & Co. Used by arrangement.

C. S. FERRIS

PRAYER

CHLORA N. SEIBOLD

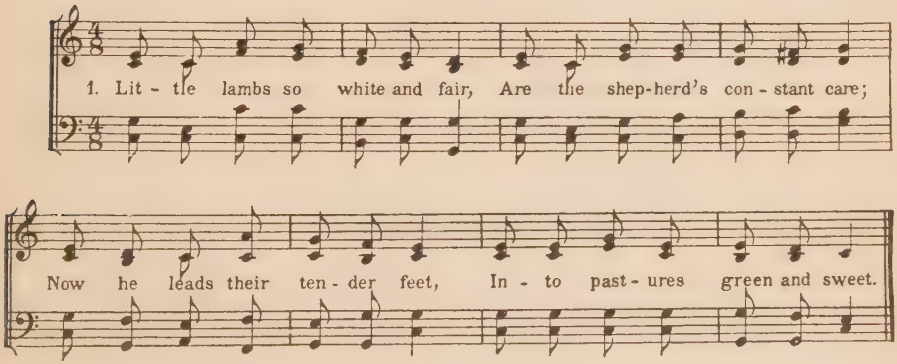
Comodo-Legato.


Fa - ther dear, in heav - en, Hear us as we pray; Teach us
May we be more gent - le, Thought-ful, kind, and true To our
how to serve Thee In our work and play.
lov - ing par ents, Friends and play - mates, too.
A - men

Copyright 1909 by The University of Chicago

LITTLE LAMBS

H. J. GAUNTLETT

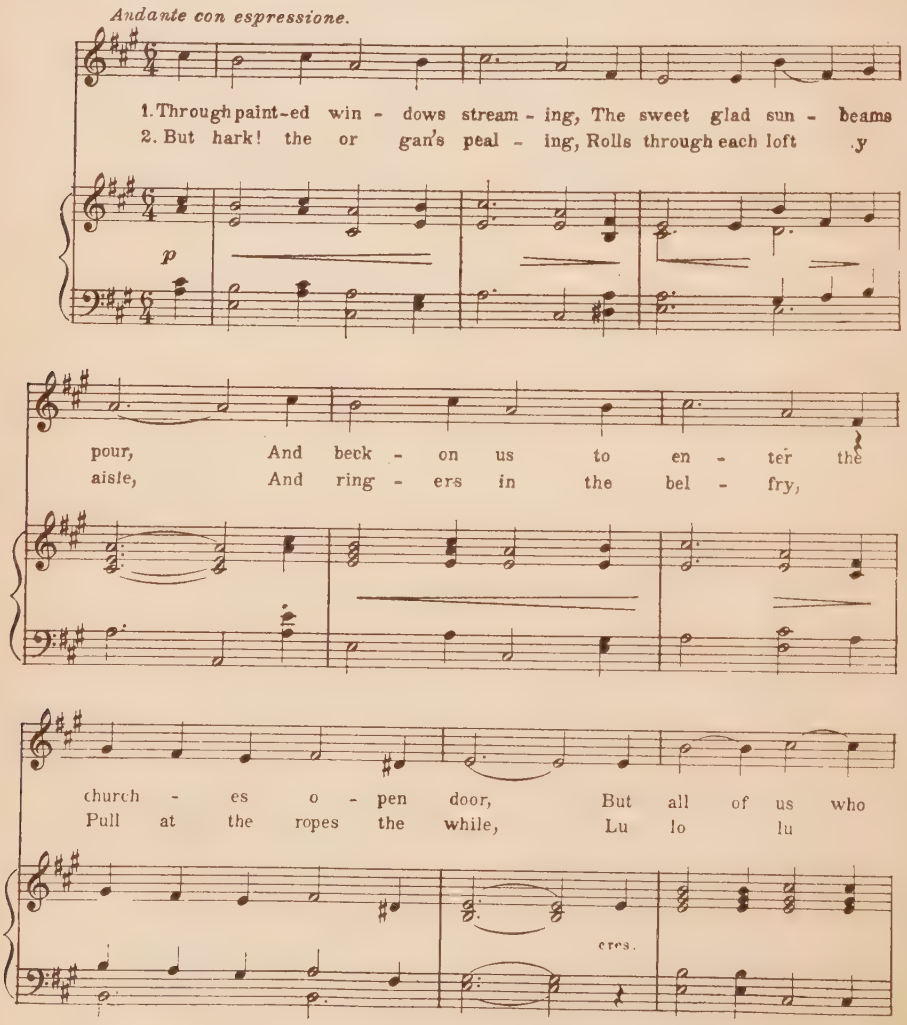

1. Lit - tle lambs so white and fair, Are the shep-herd's con - stant care;
Now he leads their ten - der feet, In - to past - ures green and sweet.

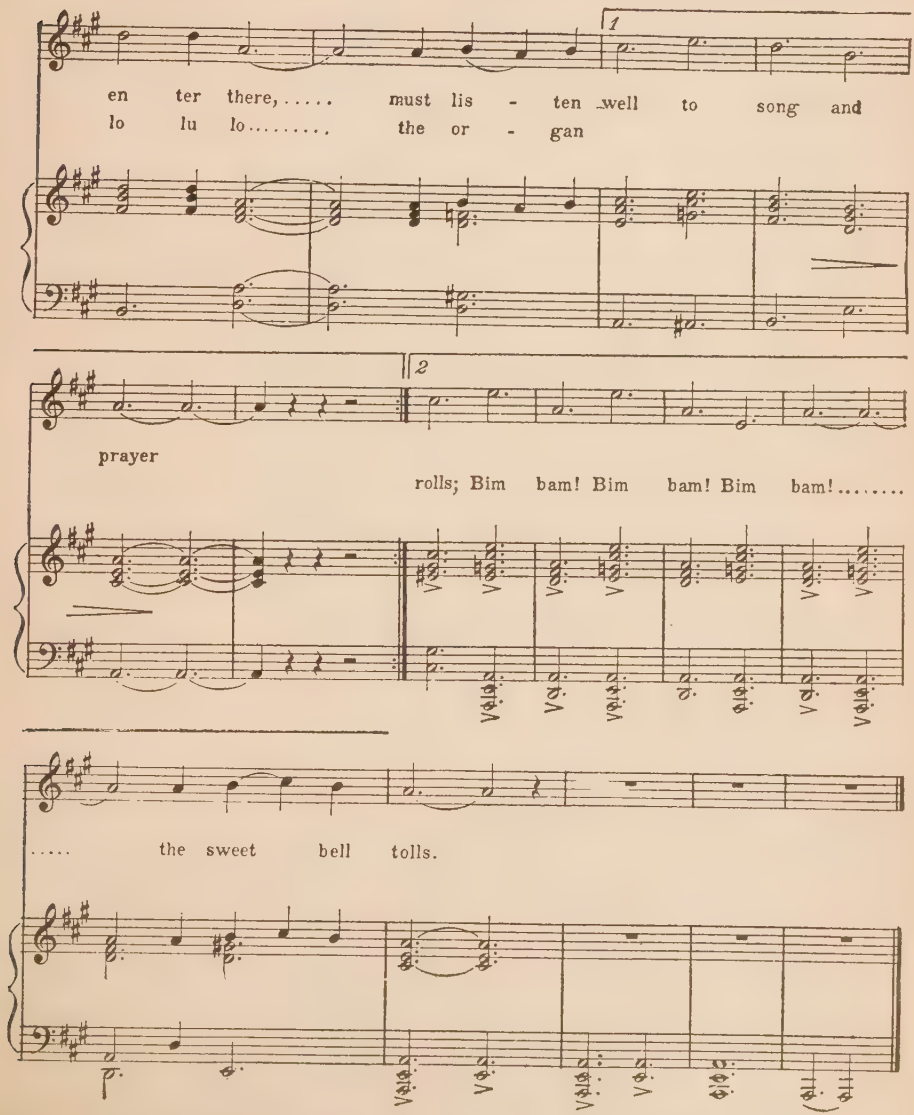
2. Now they listen and obey,
Following where he leads the way;
Heavenly Father, may we be
Thus obedient unto thee.

After FROEBEL

THE CHURCH

ELEANOR SMITH

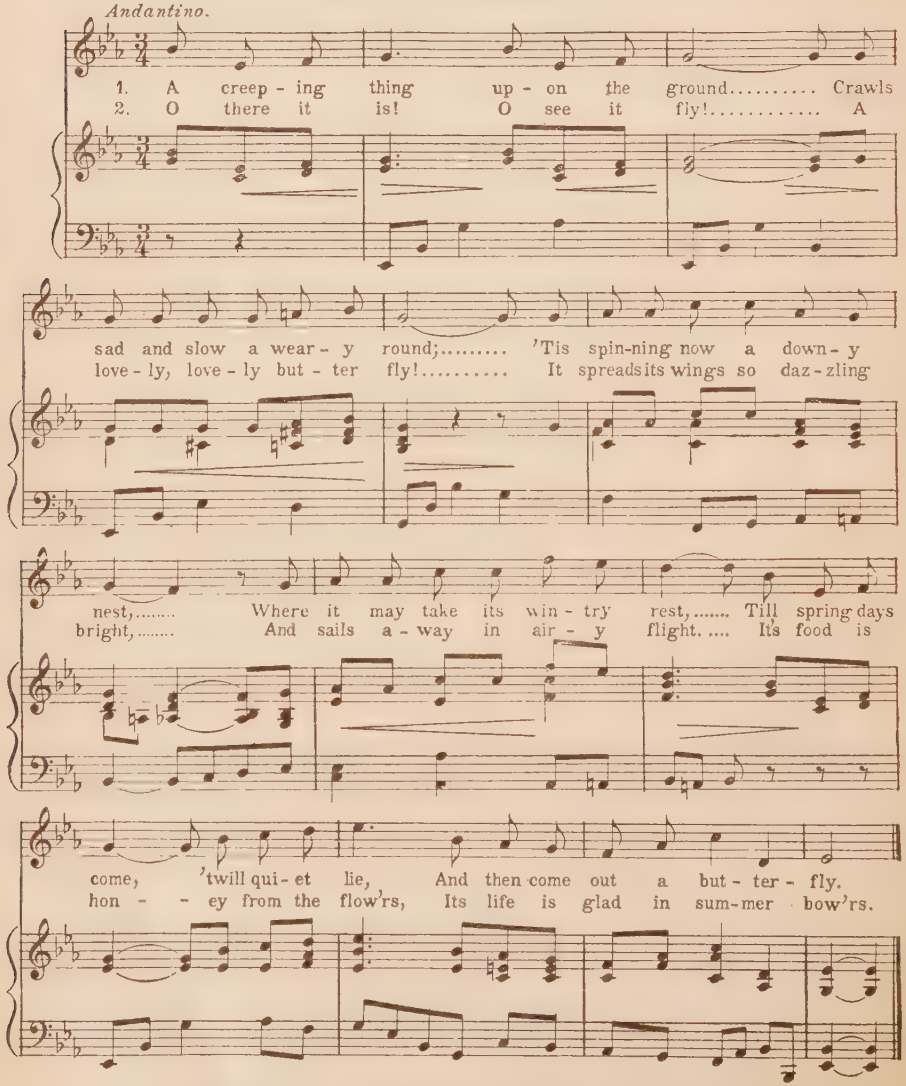

Andante con espressione.
1. Through paint-ed win - dows stream - ing, The sweet glad sun - beams
2. But hark! the or gan's peal - ing, Rolls through each loft y
p
pour, And beck - on us to en - ter the
aisle, And ring - ers in the bel - fry,
church - es o - pen door, But all of us who
Pull at the ropes the while, Lu lo lu
cres.



From "Songs for Little Children." Copyrighted by Thomas Charles Co. Used by permission.

THE CATERPILLAR

ELEANOR SMITH

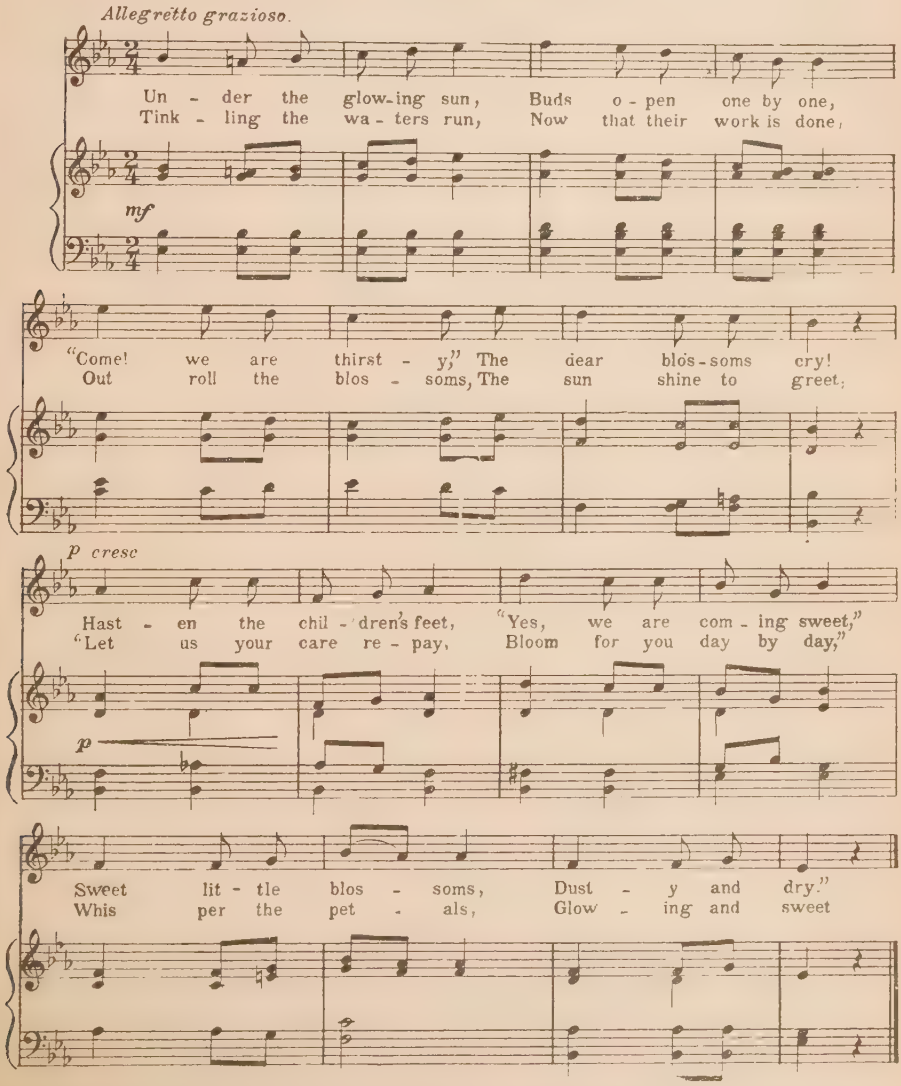

Andantino.
1. A creep - ing thing up - on the ground..... Crawls
2. O there it is! O see it fly!..... A
sad and slow a wear - y round;..... 'Tis spin-ning now a down - y
love - ly, love - ly but - ter fly!..... It spreads its wings so daz - zling
nest,..... Where it may take its win - try rest,..... Till spring days
bright,..... And sails a - way in air - y flight. .... Its food is
come, 'twill qui - et lie, And then come out a but - ter - fly.
hon - - ey from the flow'rs, Its life is glad in sum-mer bow'rs.

From "Songs for Little Little Children. Copyrighted by Thomas Charles Co. Used by permission

KATE L. BROWN

THE LITTLE GARDENER

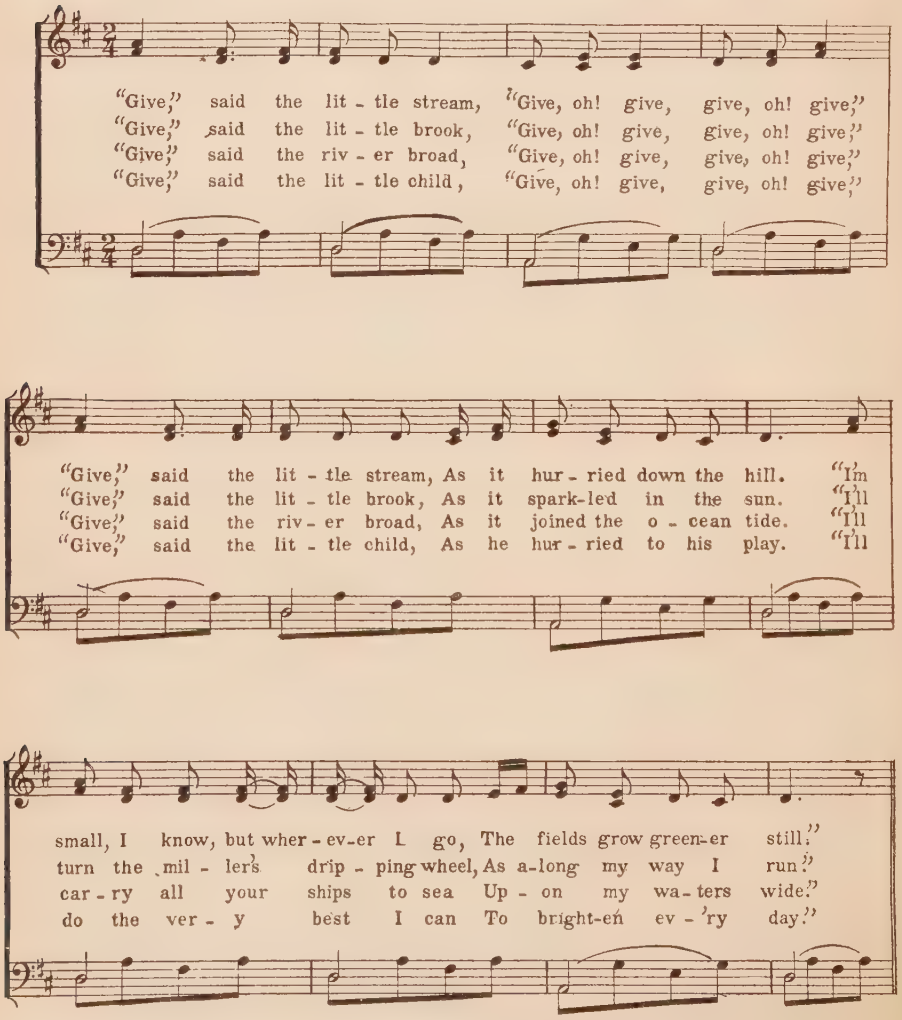
CARL REINECKE


Allegretto grazioso.
Un - der the glow-ing sun, Buds o - pen one by one,
Tink - ling the wa - ters run, Now that their work is done,
mf
"Come! we are thirst - y;" The dear blos-soms cry!
Out roll the blos - soms, The sun shine to greet;
p cresc
Hast - en the chil - dren's feet, "Yes, we are com - ing sweet,"
"Let us your care re - pay, Bloom for you day by day,"
p
Sweet lit - tle blos - soms, Dust - y and dry."
Whis per the pet - als, Glow - ing and sweet

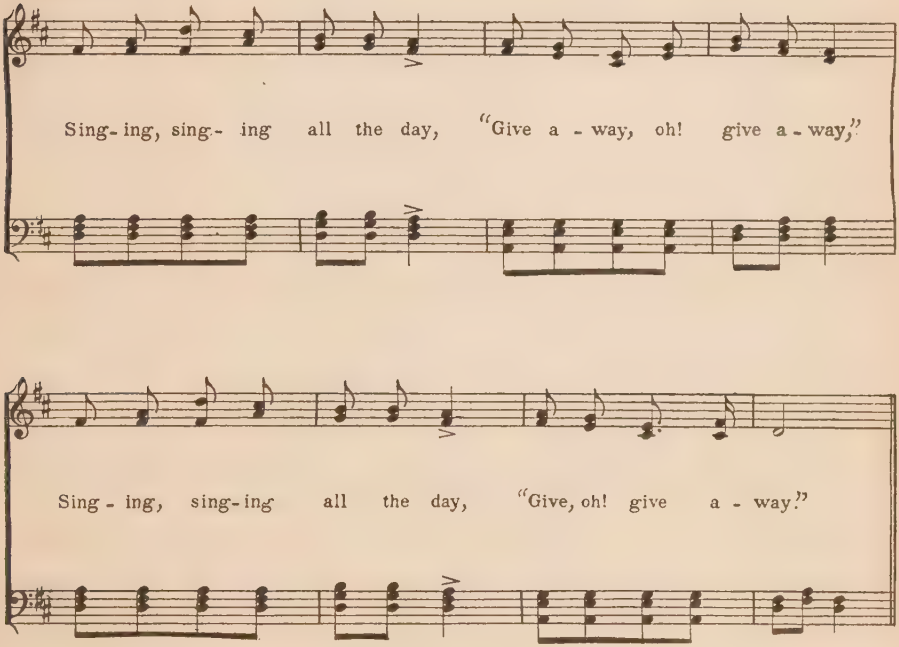
From Songs and Music of Froebel's "Mother Play." Copyrighted by D. Appleton Co. Used by permission.

THE STREAM

C. S. Ferris


"Give," said the lit - tle stream, "Give, oh! give, give, oh! give,"
"Give," said the lit - tle brook, "Give, oh! give, give, oh! give,"
"Give," said the riv - er broad, "Give, oh! give, give, oh! give,"
"Give," said the lit - tle child, "Give, oh! give, give, oh! give,"
"Give," said the lit - tle stream, As it hur - ried down the hill. "I'm
"Give," said the lit - tle brook, As it spark-led in the sun. "I'll
"Give," said the riv - er broad, As it joined the o - cean tide. "I'll
"Give," said the lit - tle child, As he hur - ried to his play. "I'll
small, I know, but wher - ev - er I go, The fields grow green - er still."
turn the mil - ler's drip - ping wheel, As a - long my way I run."
car - ry all your ships to sea Up - on my wa - ters wide."
do the ver - y best I can To bright-en ev - 'ry day."

REFRAIN.

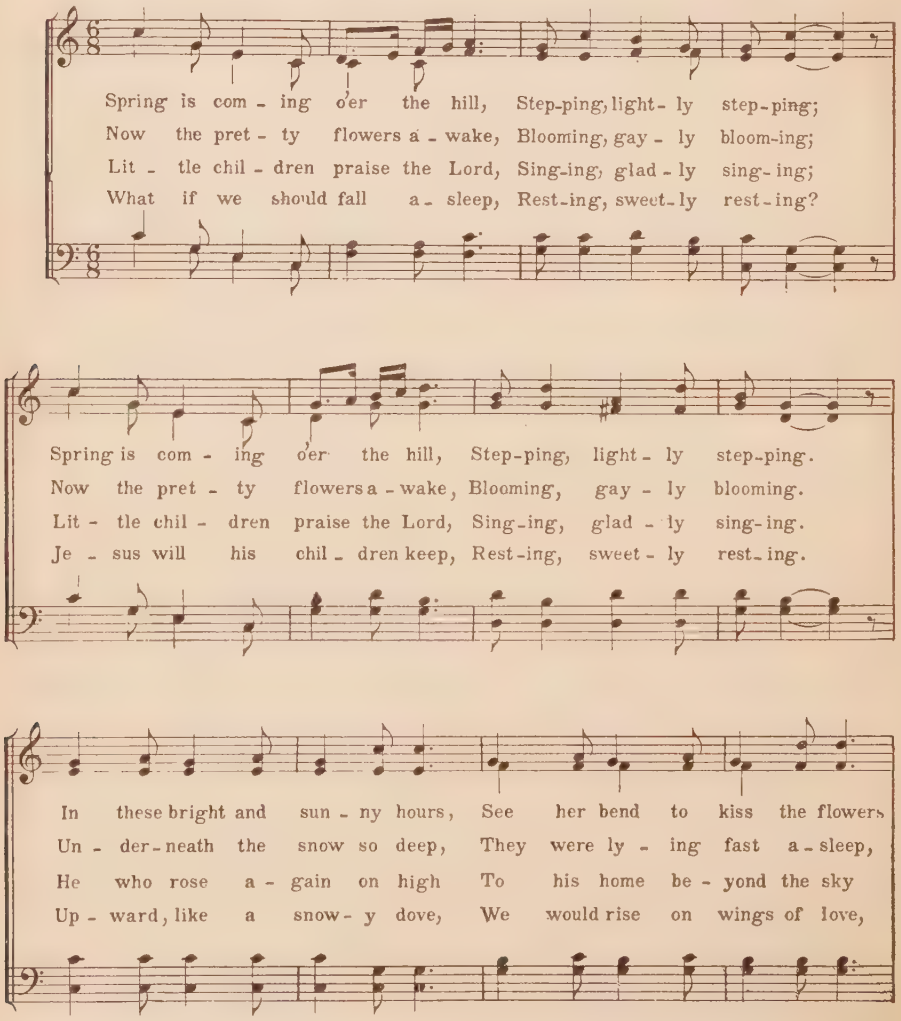


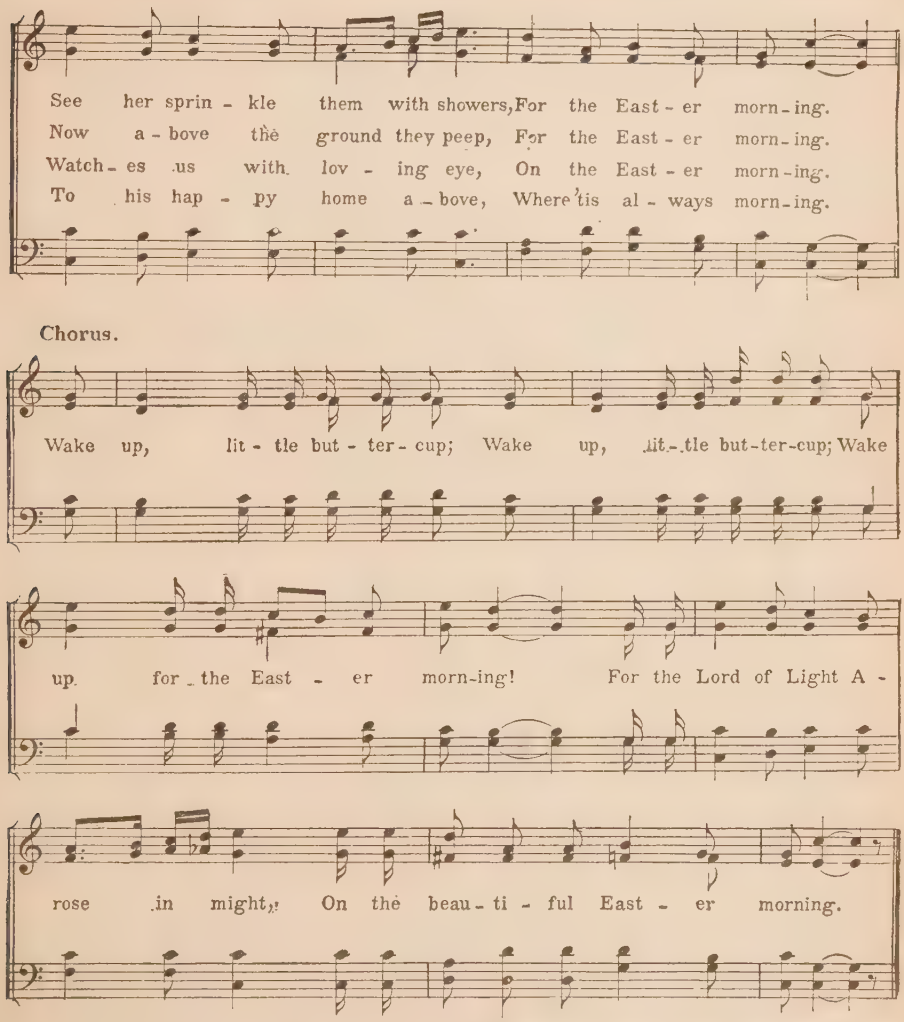
From "Merry Songs and Games." Copyrighted by Clara Beeson Hubbard. Used by permission

E. E. Hewitt

WAKE UP, WAKE UP!

Wm. J. Kirkpatrick

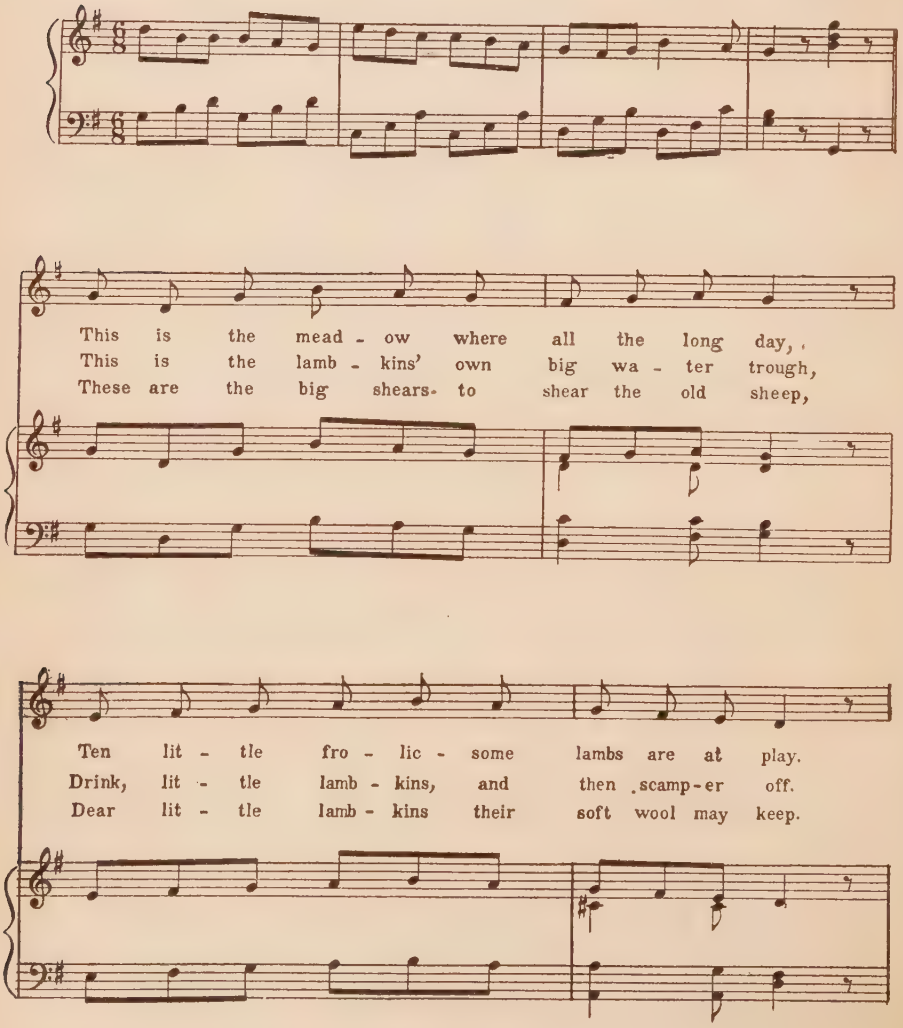

Spring is com - ing o'er the hill, Step-ping, light - ly step-ping;
Now the pret - ty flowers a - wake, Blooming, gay - ly bloom-ing;
Lit - tle chil - dren praise the Lord, Sing-ing, glad - ly sing - ing;
What if we should fall a - sleep, Rest-ing, sweet - ly rest - ing?
Spring is com - ing o'er the hill, Step-ping, light - ly step-ping.
Now the pret - ty flowers a - wake, Blooming, gay - ly blooming.
Lit - tle chil - dren praise the Lord, Sing-ing, glad - ly sing-ing.
Je - sus will his chil - dren keep, Rest-ing, sweet - ly rest-ing.
In these bright and sun - ny hours, See her bend to kiss the flowers
Un - der-neath the snow so deep, They were ly - ing fast a - sleep,
He who rose a - gain on high To his home be - yond the sky
Up - ward, like a snow - y dove, We would rise on wings of love,

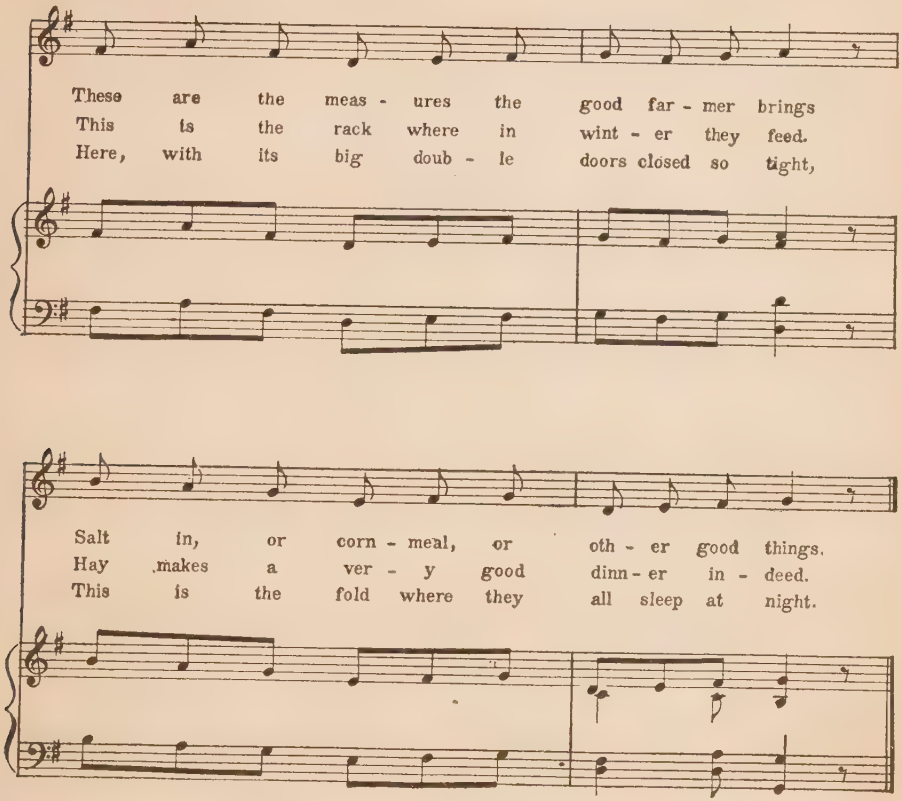

See her sprin - kle them with showers, For the East - er morn - ing.
Now a - bove the ground they peep, For the East - er morn - ing.
Watch - es us with lov - ing eye, On the East - er morn - ing.
To his hap - py home a - bove, Where 'tis al - ways morn - ing.
Chorus.
Wake up, lit - tle but - ter - cup; Wake up, lit - tle but - ter - cup; Wake
up, for the East - er morn - ing! For the Lord of Light A -
rose in might, On the beau - ti - ful East - er morning.

Copyright, 1896, by Wm. J. Kirkpatrick. Used by permission. From "Sacred Songs for Little Voices," No. 1. Pub. by The Hope Publishing Co., Chicago, Ill.

THE LAMBS

EMILIE POULSSON

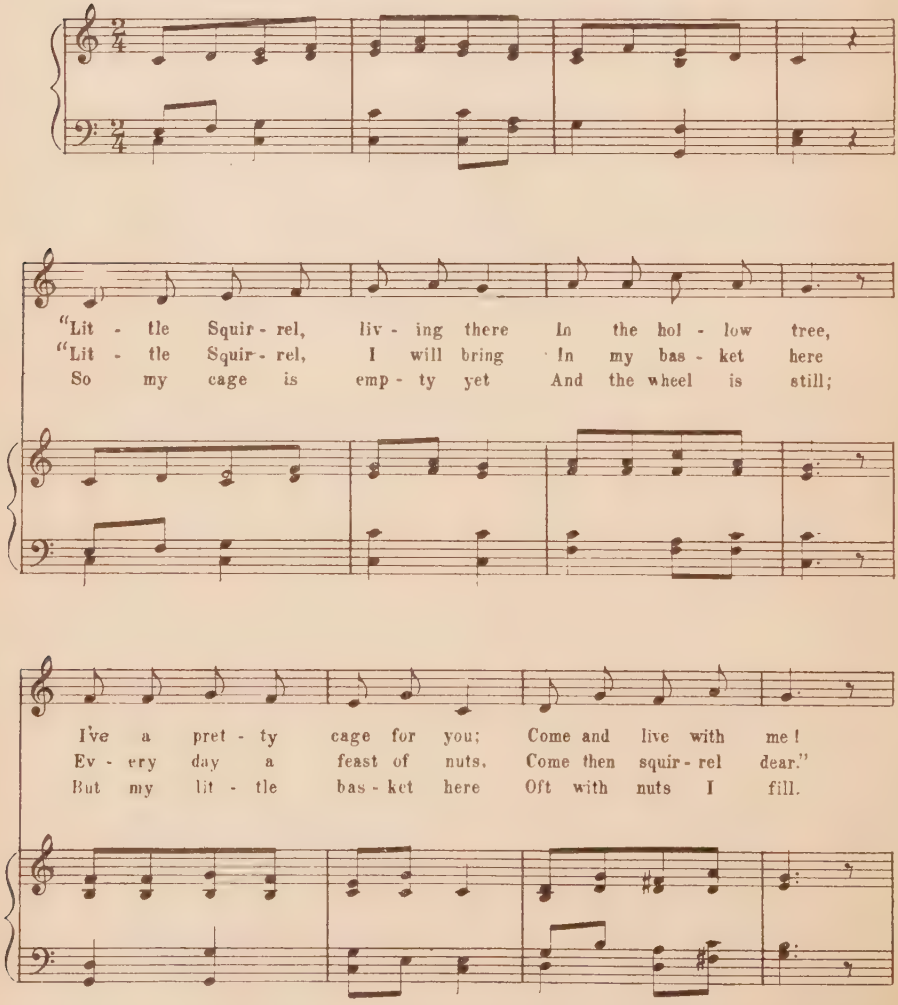

This is the mead - ow where all the long day,
This is the lamb - kins' own big wa - ter trough,
These are the big shears to shear the old sheep,
Ten lit - tle fro - lic - some lambs are at play.
Drink, lit - tle lamb - kins, and then scamp-er off.
Dear lit - tle lamb - kins their soft wool may keep.

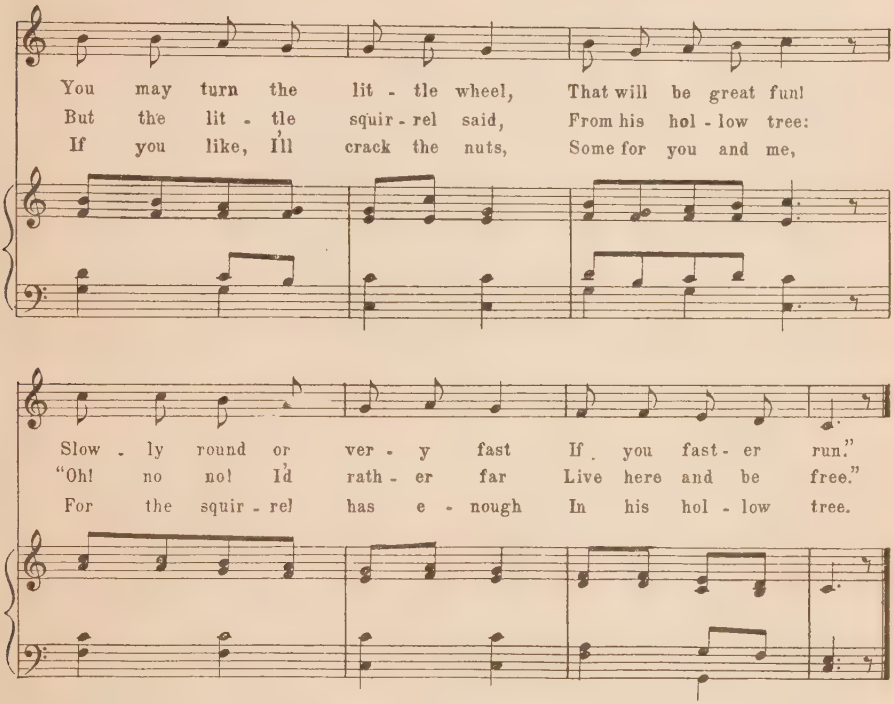

These are the meas - ures the good far - mer brings
This is the rack where in wint - er they feed.
Here, with its big doub - le doors closed so tight,
Salt in, or corn - meal, or oth - er good things.
Hay makes a ver - y good dinn - er in - deed.
This is the fold where they all sleep at night.

From "Finger Plays." Copyrighted by Lothrop, Lee & Shepard Co. Used by permission.

THE SQUIRREL

EMILIE POULSSON


"Lit - tle Squir - rel, liv - ing there In the hol - low tree,
"Lit - tle Squir - rel, I will bring In my bas - ket here
So my cage is emp - ty yet And the wheel is still;
I've a pret - ty cage for you; Come and live with me!
Ev - ery day a feast of nuts, Come then squir - rel dear."
But my lit - tle bas - ket here Oft with nuts I fill.


You may turn the lit - tle wheel, That will be great fun!
But the lit - tle squir - rel said, From his hol - low tree:
If you like, I'll crack the nuts, Some for you and me,
Slow - ly round or ver - y fast If you fast - er run."
"Oh! no no! I'd rath - er far Live here and be free."
For the squir - rel has e - nough In his hol - low tree.

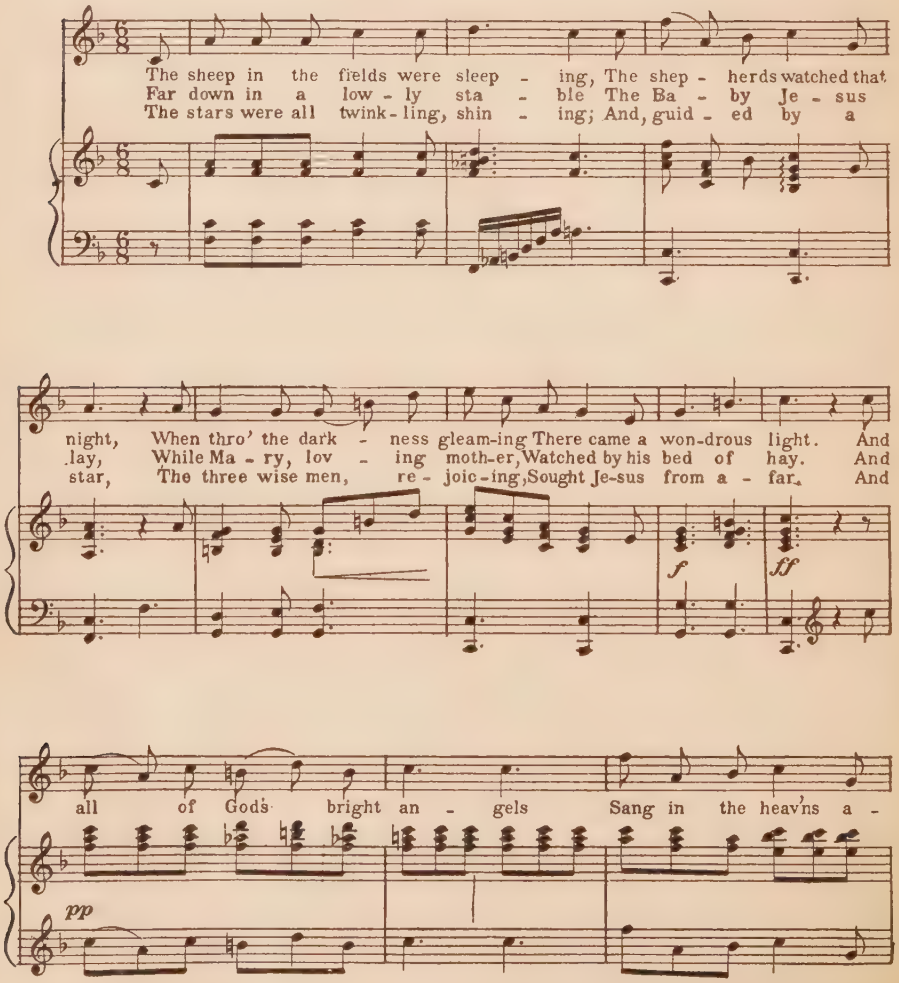
From "Finger Plays." Copyrighted by Lothrop, Lee & Shepard Co. Used by permission.

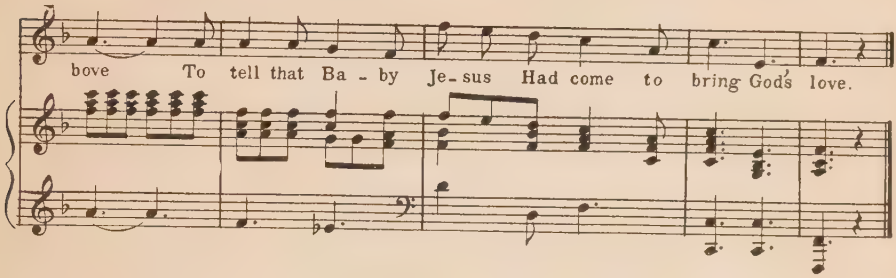
MAUD LINDSAY

TO BRING GOD'S LOVE

A Christmas Song

JULIA A. HIDDEN


The sheep in the fields were sleep - ing, The shep - herds watched that
Far down in a low - ly sta - ble The Ba - by Je - sus
The stars were all twink - ling, shin - ing; And, guid - ed by a
night, When thro' the dark - ness gleam-ing There came a won-drous light. And
lay, While Ma - ry, lov - ing moth-er, Watched by his bed of hay. And
star, The three wise men, re - joic - ing, Sought Je-sus from a - far. And
f
ff
all of God's bright an - gels Sang in the heav'ns a -
pp



From "Kindergarten Review." Copyrighted by Milton Bradley Co. Used by permission.

CONSTRUCTIVE BIBLE STUDIES

KINDERGARTEN SERIES

The Sunday Kindergarten, Game, Gift, and Story. By CARRIE S. FERRIS. Teacher's manual, $1.25 net; postpaid $1.40. Pupil's material: Permanent, $1.00 net, postage extra; Temporary, 35 cents net, postage extra.

ELEMENTARY SERIES

Grades I-VIII

Child Religion in Song and Story. (The Child in His World.) By GEORGIA L. CHAMBERLIN AND MARY ROOT KERN. Teacher's manual, $1.25 net; postpaid $1.39. **Sunday Story Reminders,** for the pupil, 40 cents net; postpaid 45 cents.

Child Religion in Song and Story. (Walks with Jesus in His Home Country.) By GEORGIA L. CHAMBERLIN AND MARY ROOT KERN. Teacher's manual, $1.25 net; postpaid $1.40. Pupil's Reminders, 40 cents net; postpaid 45 cents.

Introduction to the Bible for Teachers of Children. By GEORGIA L. CHAMBERLIN. Teacher's manual, $1.00 net; postpaid $1.10. Pupil's notebook, 25 cents net; postpaid 30 cents.

The Life of Jesus. By HERBERT W. GATES. Teacher's manual, 75 cents net; postpaid 83 cents. Pupil's notebook, 50 cents net; postpaid 58 cents.

Paul of Tarsus. By LOUISE WARREN ATKINSON. Teacher's manual, $1.00 net; postpaid $1.10. Pupil's notebook, 50 cents net; postpaid 59 cents. Pupil's home-work book, 25 cents net; postpaid 28 cents.

Heroes of Isreal. By THEODORE G. SOARES. Pupil's textbook, $1.00 net; postpaid $1.13. Teacher's manual, $1.00 net; postage extra.

Studies in the Gospel According to Mark. By ERNEST D. BURTON. Pupil's textbook, $1.00 net; postpaid $1.12.

Studies in the First Book of Samuel. By HERBERT L. WILLETT. Pupil's textbook, $1.00 net; postpaid $1.13.

SECONDARY SERIES

High School Grades

Life of Christ. By ISAAC B. BURGESS. Pupil's textbook, $1.00 net; postpaid $1.12. Pupil's notebook, 25 cents net; postpaid 30 cents.

The Hebrew Prophets or Patriots and Leaders of Israel. By GEORGIA LOUISE CHAMBERLIN. Pupil's textbook, $1.00 net; postage extra. Teacher's manual (announcement of price later).

A Short History of Christianity in the Apostolic Age. By GEORGE H. GILBERT. Pupil's textbook, $1.00 net; postpaid $1.12.

ADULT SERIES

Christianity and Its Bible. By HENRY F. WARING. $1.00 net; postpaid $1.12.
Great Men of the Christian Church. By WILLISTON WALKER. $1.25 net; postpaid $1.37.
Social Duties. By CHARLES RICHMOND HENDERSON. $1.25 net; postpaid $1.37.
A Handbook of the Life of the Apostle Paul. By ERNEST D. BURTON. 50 cents net; postpaid 54 cents.
A Short Introduction to the Gospels. By ERNEST D. BURTON. $1.00 net; postpaid $1.07.
The Life of Christ. By ERNEST D. BURTON AND SHAILER MATHEWS. $1.00 net; postpaid $1.14.
A Short History of Christianity in the Apostolic Age. By GEORGE H. GILBERT. $1.00 net; postpaid $1.12.
The Priestly Element in the Old Testament. By WILLIAM R. HARPER. $1.00 net; postpaid $1.12.
The Prophetic Element in the Old Testament. By WILLIAM R. HARPER. $1.00 net; postpaid $1.10.

PUBLISHED BY

THE UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILLINOIS

AMERICAN INSTITUTE OF SACRED LITERATURE SERIES

The Life of the Christ. By ERNEST D. BURTON. 50 cents net; postpaid 54 cents.

The Foreshowings of the Christ. By WILLIAM R. HARPER. 50 cents net; postpaid 54 cents.

The Founding of the Christian Church. By ERNEST D. BURTON. 50 cents net; postpaid 54 cents.

The Work of the Old Testament Sages. By WILLIAM R. HARPER. 50 cents net; postpaid 54 cents.

The Work of the Old Testament Priests. By WILLIAM R. HARPER. 50 cents net; postpaid 54 cents.

The Social and Ethical Teachings of Jesus. By SHAILER MATHEWS. 50 cents net; postpaid 54 cents.

The Universal Element in the Psalter. By JOHN M. P. SMITH AND GEORGIA L. CHAMBERLIN. 50 cents net; postpaid 53 cents.

The Book of Job, or the Problem of Human Suffering. By WILLIAM R. HARPER. 25 cents net; postpaid 27 cents.

The Four Letters of Paul. By ERNEST D. BURTON. 25 cents net; postpaid 27 cents.

The Origin and Religious Teaching of the Old Testament Books. By GEORGIA L. CHAMBERLIN. 50 cents net; postpaid 54 cents.

BOOKS OF INTEREST TO RELIGIOUS WORKERS

Scripture and Song in Worship. A Service Book for the Sunday School. By FRANCIS W. SHEPARDSON AND LESTER B. JONES. 50 cents net; postpaid 59 cents.

Principles and Ideals for the Sunday School. By ERNEST DEWITT BURTON AND SHAILER MATHEWS. 216 pages, crown 8vo, cloth; net $1.00, postpaid $1.11.

Hebrew Life and Thought. By LOUISE SEYMOUR HOUGHTON. 398 pages, 12mo, cloth; net $1.50, postpaid $1.65.

The New Appreciation of the Bible. By WILLARD CHAMBERLIN SELLECK. 424 pages, 12mo, cloth; net $1.50, postpaid $1.63.

The Child and His Religion. By GEORGE E. DAWSON. 130 pages, 12mo, cloth; net 75 cents, postpaid 82 cents.

The Child Mind and Child Religion. By EDWIN DILLER STARBUCK. (In preparation.)

Jerusalem in Bible Times. By LEWIS BAYLES PATON. 150 pages, 12mo, cloth; net $1.00, postpaid $1.09.

Studies in Galilee. By ERNEST W. G. MASTERMAN. 170 pages, 8vo, cloth; net $1.00, postpaid $1.12.

An Outline of a Bible-School Curriculum. By GEORGE WILLIAM PEASE. 430 pages, 12mo, cloth; net $1.50, postpaid $1.63.

PUBLISHED BY

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILLINOIS